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ABSTRACT

This grammar handbook analyzes the rules of Tanzanian Swahili and provides different types of exercises on them. It is divided into 36 lessons and is illustrated with pen-and-ink drawings. A bibliography, index, and Swahili-English glossary complete the volume. (AMH)

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SWAHILI

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Grammar Handbook

by Annie K. Hawkinson

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TANZANIAN SWAHILI

GRAMMAR HANDBOOK

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CONTENTS

Swahili: An Introduction 1

Lesson 1: Introduction to Swahili Grammar

1. Agglutination 3
2. Noun Classes 4
3. Concord 6
4. Sounds 8

Lesson 2:

1. Verb Constructions 17
2. Nouns 21
3. Possessive Pronoun Roots 25

Lesson 3

1. Time Prefix -*NA*- in the Present 29
2. Time Prefix -*ME*- For States in the Present 31
3. Independent Pronouns 33

Lesson 4

1. Past Time Prefix -*LI*- 37
2. Verbal Noun Prefix *KU*- 39
3. Monosyllabic Verb Roots 39
4. Human Object Concords 41

Lesson 5

1. *NA* 'And, With' 45
2. -*NA* 'Have' in Possessive Constructions 47
3. -*KA*- For Consecutive Events in the Past 49

Lesson 6

1. Time Prefix -*TA*- For the Future 53
2. Question Particle *JE*? 55
3. Question Words 57

Lesson 7

1. Intonation Questions 61
2. Negative Prefix *HA*- 63
3. Negative Future 63
4. Negative Past Prefix -*KU*- 65
5. Negative Present Suffix -*I* 65

Lesson 8

1. Time Prefix -*ME*- For Acts in the Present 69
2. *M-/WA-* Noun Class 71
3. *M-/MI-* Noun Class 73

Lesson 9

1. Adjectives 77
2. Numbers 79
3. Inanimate Verb Concords *M-/Mi-* 81
4. Uses of Object Concords 81

Lesson 10

1. *-E* For Requests and Suggestions 85
2. *KI-/VI-* Noun Class 87
3. *KI-/VI-* Concords 89
4. Concord Summary 89

Lesson 11

1. Simple Commands 93
2. Commands With Object Concords 93
3. *N-* Noun Class 95
4. *N-* Concords 97

Lesson 12

1. *-E* Following Words Expressing Necessity 101
2. Prepositional Suffix *-I-/-E-* 103
3. Object Concord *-JI-* 'Self' 105
4. *-ENYEWE* 'Self' 105

Lesson 13

1. Equational Sentences: *NI* and *SI* 109
2. *JI-/MA-* Noun Class 111
3. *JI-/MA-* Concords 113
4. *-ENYE* 'Having' 113

Lesson 14

1. Animate Concord 117
2. *U-/N-* Noun Class 119
3. *U-/N-* Concords 119
4. Locative Prefixes *KU-, PA-, MU-* 121
5. *-NA* 'Have' In Existential Constructions 121

Lesson 15

1. Locative Suffix -*NI* 125
2. Locative Roots -*KO*, -*PO*, -*MO* 127
3. Affirmative Verb Constructions With *KUWA* 129

Lesson 16

1. -*E* For Sequences of Events 133
2. Additional Uses of the Prepositional Suffix 135
3. Causative Suffix -*ISH-/-ESH-* 137

Lesson 17

1. *NA* 'And, With, Have' With Concord Suffixes 139
2. *KU-*, -*KA-* and -*E* For Describing Sequences of Events 141
3. Irregular Causative Verb Stems 143

Lesson 18

1. Demonstrative 'That' 145
2. Demonstrative 'This' 147
3. Demonstrative 'That (Near Hearer)' 147
4. Question Root -*PI*? 'Which?' 149
5. Equal Comparison 149
6. Unequal Comparison *KULIKO* 149

Lesson 19

1. Present Time Prefix -*A-* 151
2. Locative Concord 153
3. Negative Verb Constructions With *KUWA* 155

Lesson 20

1. Reciprocal Suffix -*AN-* 159
2. Passive Suffix -*W-* 161
3. *KI-/VI-* Diminutive Nouns 163
4. *JI-/MA-* Augmentive Nouns 163

Lesson 21

1. Locative Prefix -*PO-* 165
2. The Particle -*A* 167
3. The Particle *KWA* 169

Lesson 22

1. Habitual Action Verb Prefix *HU-* 173
2. Affirmative Conditions *-KI-* 175
3. Manner Prefix *-VYO-* 177
4. Manner Adverb Prefix *VI-* 177

Lesson 23

1. Negative Conditions *-SIPO-* 179
2. Stative Suffix *-IK-/-EK-* 181
3. Negative Prefix *-JA-* 'Not Yet' 183

Lesson 24

1. Negative *-E* Constructions 187
2. Adverbs 189
3. The Verb *KWISHA* 191

Lesson 25

1. Summary: Noun Classes 193
2. Summary: Noun Concords 195
3. Verbal Noun Concord 197
4. Negative Verbal Nouns 197

Lesson 26

1. Summary: Time 199
2. Summary: Aspect 201
3. Negative Prefix *-SI-* 201
4. Special Uses of *-KA-* 202

Lesson 27

1. *-NA-*, *-ME-*, And *-TA-* in the Past 205
2. Negative Prefixes *-KU-* and *-JA-* in the Past 207
3. *-KI-*, *-NA-* and *-ME-* For Describing Ongoing Events in the Past 207

Lesson 28

1. Summary: Causative and Prepositional Suffixes 211

Lesson 29

1. Summary: Reciprocal, Stative, and Passive Suffixes 215

Lesson 30

1. Prepositions 219
2. Conjunctions 221

Lesson 31

1. Relative Clauses With *AMBA-* 225
2. Relative Verb Constructions 227
3. Relative Clauses With *-LI-* and *KUWA* 229

Lesson 32

1. Word Order 231
2. Negative Relative Clauses 233
3. *-OTE* 'All, Whole', *-O -OTE* 'Any' 235
4. *-INGINE* 'Other' 235
5. *NDI-* 'Indeed It Is' 235

Lesson 33

1. Nouns Formed From Verb Roots 237
2. Nouns Designating People, Their Homeland, and Language 240
3. *KI-* Adjectives and Adverbs 241

Lesson 34

1. Hypothetical Conditions With *-NGE-* and *-NGALI-* 243
2. Impersonal Constructions 245
3. Special Uses of Concord Prefixes 245
4. Special Human Noun Concord 246
5. Possessive Root *-AKE* For Inanimates 246
6. Timeless Relative Clauses and Proverbs 247

Lesson 35

1. The Verb *KUJA* 249
2. The Verb *KWENDA* 250
3. Idioms With *-PIGA* 'Hit' 251
4. Idioms With *-ONA* 'See' and *-SIKIA* 'Hear' 251
5. Body Parts and Injury 253
6. Illness With *-UMA* 253

Lesson 36

1. Compound Verb Constructions With *KUWA* 255

Bibliography 261

Index 263

Glossary 275

Tanzanian Swahili

GRAMMAR HANDBOOK

SWAHILI

AN INTRODUCTION

Swahili, the national and official language of Tanzania, is unique in several ways. First of all, it is unique among all the languages of Africa in having a written tradition predating the arrival of the Europeans (before Europeans introduced Roman script, Swahili was written in Arabic script). Swahili is also unique in that it is spoken by Africans from varying ethnic backgrounds whereas most African countries do not have a single language which all their citizens can speak. In addition, Swahili is an indigenous African language, not a "mixture" as many have tried to suggest. It is one language in the Bantu family of languages, a family found throughout sub-saharan Africa, and because Swahili is structurally similar to many other languages spoken in East Africa, it is easy for East Africans to learn. For these reasons it has been chosen as the language for national unity in the multi-ethnic and multilingual country of Tanzania.

Swahili is the mother tongue of people living in a number of different communities along the East African coast, extending from as far north as southern Somalia to the border of Mozambique and Tanzania in the south; it is also spoken in the Comoro Islands. Each Swahili community has its own way of talking, its own 'accent', and Swahili speakers throughout East Africa recognize speakers from different communities by their accents. However, although these different dialect communities exist, the Swahili which is spoken by most Tanzanians is a standardized language.

SWAHILI

Standard Swahili is based upon the dialect which is spoken on Zanzibar island off the coast of Tanzania. The language was standardized under the direction of the Inter-Territorial Language Committee established in East Africa in 1930. This committee was responsible for developing a standard orthography based on Roman script and establishing a uniform grammar in all publications of standard works written in or about Swahili. During the thirty-four years that the committee existed, standardization was achieved. In addition, foundations were laid for the development of Swahili as a modern African language. In 1964, the Committee was incorporated into the Institute for Swahili Research at the University of Dar-es-Salaam in Tanzania; the Institute is still engaged in developing vocabulary and technical literature in Swahili.

For a more complete account, see Swahili: The Rise of a National Language by W.H. Whiteley (1969).

INTRODUCTION TO SWAHILI GRAMMAR
AGGLUTINATION
NOUN CLASSES
CONCORD
SOUNDS

Lesson 1

Swahili is very different from English in a number of ways and many of these differences can be confusing when encountered for the first time. This lesson is therefore designed to acquaint you with a few general facts about Swahili grammar. THIS IS ONLY AN INTRODUCTION.

AGGLUTINATION

1. Swahili is an agglutinative language. This means that words are made up of different 'pieces' which are stuck together and pronounced as single words. Many of these word 'pieces' are similar in meaning to particular English words. However, in English they are usually individual words, while in Swahili they are only parts of words. For example, the Swahili equivalent to the English phrase 'in the house' is only one word; *nyumbani*. This word is composed of two pieces in the following way:

nyumba + *ni* = *nyumbani*

house + in = in the house

There are different types of word 'pieces' in Swahili. Some pieces are roots to which other smaller pieces are attached. These smaller bits are collectively referred to as affixes. There are two kinds of affixes in Swahili: prefixes which are attached before a root; and suffixes which are attached after a root. In the above example, *-ni* is a suffix.

NOUN CLASSES

2. Another aspect of Swahili grammar which English speakers find confusing is the fact that all the nouns in the language are grouped into different classes, called noun classes, and nouns in different groups have different prefixes attached to them. Swahili noun classes are very much like genders (masculine, feminine, neuter) in European languages such as French and Spanish. The main difference between gender in these languages and noun classes in Swahili is that there are usually only two or three genders in European languages, while there are six noun classes in Swahili. Another difference is that most Swahili nouns carry a prefix which indicates the noun class to which the nouns belong; nouns in a language like French do not. Thus whenever you learn a noun, you automatically know which noun class it belongs to.

Noun classes are discussed in detail in later sections (see index). Some nouns are included in the following exercises for practice in identifying noun prefixes; they need not be memorized.

A. Several nouns are given below; each has a noun prefix. Identify the prefixes.

kiti	'chair'	*jiko*	'kitchen'
kikapu	'basket'	*nyumba*	'house'
mti	'tree'	*njia*	'path'
mfuko	'bag'	*ubao*	'board'
jicho	'eye'	*ukuta*	'wall'

B. List the prefixes associated with each of your noun classes.

C. Combine each noun with the suffix *-ni*. An English translation for each construction is provided on the right.

_____	'in/on/to the chair'
_____	'in/to the tree'
_____	'in the bag'
_____	'in the basket'
_____	'in the eye'
_____	'in/at/to the kitchen'
_____	'in/to/at the house'
_____	'in/to/on/at the road'
_____	'on the board'
_____	'at/to/by the wall'

D. What do you notice about the meaning of the suffix *-ni*?

CONCORD

3. As with genders in European languages, words which accompany nouns in a sentence often agree in form with the noun. For example, the Swahili particle *-a*, which often translates as 'of', occurs with different prefixes depending upon the noun it accompanies. Some examples are:

kiti cha mtoto 'chair of child, i.e. child's chair'

mfuko wa mtoto 'bag of child, i.e. child's bag'

jina la mtoto 'name of child, i.e. child's name'

The different prefixes attached to words that accompany nouns are called concord prefixes. In some cases, concord prefixes are the same as noun prefixes but often they are quite distinct, as can be seen in the examples above. Hence it is necessary to learn which concord prefixes occur with which noun prefixes. Here we have seen three different concord prefixes which are attached to the particle *-a*:

ch for nouns with the prefix *ki-*

w for nouns with the prefix *m-*

l for nouns with the prefix *ji-*

Several concords for the particle *-a* are shown here. Concords for nouns are discussed in detail in later sections (see index). The exercises are included for practice in identifying concords; the nouns and concords need not be memorized.

A. Fill in the appropriate concord prefix and translate:

kiti _a mtoto _____

kikapu _a mtoto _____

mfuko _a mtoto _____

mti _a mtoto _____

jina _a mtoto _____

jicho _a mtoto _____

B. Translate:

nyumba ya mtoto _____

njia ya mtoto _____

ubao wa mtoto _____

ukuta wa mtoto _____

C. Identify the concord prefix used with *-a* for nouns which have the prefixes *n-* and *u-*.

D. List the five noun prefixes which you have seen so far, and the concord prefixes used to refer to them when they occur with the particle *-a*.

For the English speaker, Swahili sounds can be divided into two groups: those which are the same as English and those which are not. However, since the sounds which differ from English still resemble certain English sounds, it is not necessary for beginning students to spend time drilling unfamiliar sounds before they can begin to talk. For this reason, this is the only time when pronunciation will be specifically dealt with in this book. As you learn to speak more Swahili, you will gradually learn to improve your way of pronouncing it. Talking is the quickest way to good pronunciation.

1. Familiar Sounds

The following sounds are written and pronounced in Swahili in the same way as they are in English:

Letter	English example	Swahili example	
a	father	*kaka*	'brother'
ch	cherry	*chumba*	'room'
f	five	*fisi*	'hyena'
h	happy	*huzuni*	'sadness'
k	kite	*kiti*	'chair'
l	lake	*lami*	'tar'
m	merry	*mama*	'mother'
n	name	*nazi*	'coconut'
ny	canyon	*nyumba*	'house'
p	pear	*pete*	'finger ring'
t	time	*tawi*	'branch'
v	very	*vumbi*	'dust'
w	week	*wakati*	'time'
y	yes	*yai*	'egg'
z	zoo	*zaidi*	'more'

The following sounds are pronounced as in English, but written differently.

Letter	English example	Swahili example	
i	beet	*iliki*	'cardamom'
u	boot	*ukuta*	'wall'
dh	that	*dhambi*	'sin'
th	thin (not that)	*thamani*	'value'
ng'	sing	*ng'ombe*	'cow'

2. Stress

When you begin pronouncing Swahili words, it is important to stress them correctly. Almost all words in Swahili have penultimate stress. That means that they have an 'accent', a stressed syllable, on the second to the last syllable of the word. The following English words have penultimate stress (the stressed syllable is underlined). After pronouncing the English words, pronounce the Swahili, paying attention to the stress.

English example	
river	disaster
father	excitement
very	professor
cherry	confusion

Swahili example	
tawi	*huzuni*
kiti	*wakati*
vumbi	*thamani*
chumba	*ukuta*

3. Unfamiliar Sounds

e and *o*:

These two sounds are very similar to the two English vowels found in the words b*ai*t(*e*) and b*oa*t (*o*). The main difference between the Swahili pronunciation and English is that the Swahili vowels are shorter. Thus you must remember not to prolong these vowels. Some words to practice are:

embe	'mango'	*moyo*	'heart'
kopo	'container'	*leo*	'today'
kelele	'noise'	*moto*	'fire'
kesho	'tomorrow'	*pole*	'sorry'
popo	'bat, butterfly'	*pembe*	'horn'
neno	'word'	*robo*	'quarter'
pete	'finger ring'	*tele*	'many'

r:

Although the Swahili *r* is not pronounced like the r in English, it is pronounced somewhat like an English d or l and, because of this, English speakers often confuse *l* and *r* in Swahili.

The Swahili *r* is called a 'flapped' r because it is made by flapping the tongue against the bony ridge located just behind your front teeth. This is where you put your tongue whenever you say d or l in English; hence the confusion for some speakers when they begin to learn Swahili. You may be able to learn to pronounce this sound by saying 'dadadada' rapidly. Some words to practice are:

ratili	'pound, lb.'	*pori*	'bush, plains'
rangi	'color'	*reli*	'railway'
furaha	'happiness'	*rula*	'ruler'
korosho	'cashew nut'	*karanga*	'peanut'
kura	'vote'	*karata*	'cards'

b, d, j, g:

Although these Swahili sounds are not pronounced the same as English b, d, j, g, you can communicate perfectly well in Swahili using the English pronunciation. Hence, many English speakers never learn to pronounce these sounds correctly.

Swahili *b,d,j,g* are pronounced by closing your mouth as you do for English, b,d,j,g, but instead of pushing air out of your mouth (which you do for English), suck air in. Actually, what you are doing is lowering your larynx, the 'voice box' commonly referred to as 'Adam's apple', which causes the air cavity in your mouth to stretch. Then when you open you mouth, it feels like air is rushing in, because the space you made created a kind of 'lower pressure' zone in your mouth. The air is moving in to equalize the pressure.

In order to learn to pronounce these sounds correctly, you must learn to lower your larynx. It is not something which you can see when you watch native speakers pronounce these sounds because in rapid speech the movement is slight, but it is there. The only suggestion we have here for learning how to move your Adam's apple is the following:

> First of all put your fingers on your Adam's apple and yawn. You should feel it move downward; that's what you want it to do when you pronounce *b, d, j, g*.
> Now, keeping your hand on your Adam's apple, close your mouth as if you were going to say b. Now try to yawn (yes, with your mouth closed). You should feel your larynx move down slightly and, when you open your mouth you should feel a kind of 'popping' sound. That is an exaggerated pronunciation of the Swahili *b*!

Here are some words for you to practice. We recommend beginning with *b* since it is the easiest for learning to make this type of sound. These sounds are called 'implosives' because the air is imploded, instead of exploded as in English.

b:	*baba*	'father'	*kiboko*	'hippopotamus'
	babu	'grandfather'	*habari*	'news'
	bara	'countryside'	*kibao*	'stool'
	bata	'duck'	*kibuyu*	'calabash'
	kobe	'tortoise'	*kibaba*	'1/2 liter measure'

d:	*dada*	'sister'	*hodari*	'hard-working'
	dawa	'medicine'	*kidole*	'finger'
	darasa	'class'	*radi*	'thunder'
	dakika	'minute'	*shida*	'problem'
	faida	'advantage'	*zawadi*	'gift'
g:	*gazeti*	'newspaper'	*goti*	'knee'
	ganda	'skin, rind'	*bega*	'shoulder'
	gunia	'sack'	*kidogo*	'a little'
	giza	'darkness'	*mtego*	'trap'
	gogo	'log'	*gari*	'vehicle'

The Swahili *j* is likely to be more difficult for you to learn to pronounce because you must place your tongue further back in your mouth than you do for the English j, in addition to closing off the air and lowering your larynx. In English we hold the tongue loosely to pronounce j; the air rushes between it and the roof of the mouth. For Swahili, it must be held firmly against the roof of the mouth while the larynx lowers in order to create the air cavity into which air will rush when you open your mouth. Therefore don't be discouraged if you have more trouble with these words.

j:	*jasho*	'perspiration'	*kijana*	'young person'
	joto	'heat'	*daraja*	'staircase'
	jana	'yesterday'	*maji*	'water'
	jani	'leaf'	*moja*	'one'
	jua	'sun'	*haja*	'need'

One final note about these sounds: they are imploded only when they are not in a cluster with a nasal sound, like *m* or *n* (see facing page). When pronounced together with one of these sounds, they are pronounced just as they are in English, i.e., they are exploded.

m, n, ny, ng':

These sounds are called nasal sounds because air passes out through your nose instead of through your mouth as with other sounds. Hence you have trouble pronouncing these sounds with your nose plugged, as when you have a cold.

Although Swahili *m, n, ny, ng'* are pronounced the same in Swahili as in English, they are sometimes difficult for beginning Swahili speakers because of where they are placed in some words.

Syllabic nasals: A syllabic nasal is a nasal that is pronounced as a syllable on its own, without an accompanying vowel. The nasal which is most commonly pronounced syllabically in Swahili is the nasal sound *m*. You can learn to pronounce it as a syllable by first saying 'mmm' (as in the American expression 'mmm...good') and then saying the rest of the word. Some words to practice are (do not begin by saying "emtu"):

mtu	'person'	*mti*	'tree'	*mgeni*	'saying'
mkate	'bread'	*mlima*	'mountain'	*mpishi*	'cook'
mtoto	'child'	*mkono*	'arm, hand'	*mchele*	'rice'

Non-syllabic nasals: These nasals are only a problem for English speakers when they occur in clusters with another consonant like *b, d, j, g*. Nasal-consonant clusters occur when a nasal is pronounced with a consonant immediately following it; they are so close together that they are pronounced almost as a single sound. We find these clusters in the middle of words in English. So for example we don't say 'fin-ger', but rather we say 'fi-nger' with the ng sort of stuck together. In Swahili, on the other hand, many words begin with nasal-consonant clusters. Some words to practice are:

mbegu	'seeds'	*nguo*	'clothes'	*njia*	'path'
ndoa	'marriage'	*mbali*	'far'	*nguvu*	'strength'
ndani	'inside'	*mvua*	'rain'	*ndizi*	'banana'

Ng':

It is very important to realize that the sound which is written *ng'* in Swahili is not the same as the nasal-consonant cluster written *ng*. *Ng'* is the sound which occurs at the end of words like 'sing' and 'ring' in English. It is often difficult for English speakers to pronounce in Swahili because it occurs at the beginning of words. Notice when you pronounce these words that the cluster which is written *ng* in Swahili is not a cluster of *n* + *g* but instead it is a cluster of *ng'* + *g*. Some words to practice are:

ng'		*ng* (cluster: *ng'* + *g*)	
ng'ombe	'cow'	*ngome*	'fort'
ng'ambo	'other side'	*ngamia*	'camel'
ng'onda	'sun-dried fish'	*ngozi*	'skin'
mbung'o	'tsetse fly'	*mbungo*	'a medlar-like tree'

gh:

There is no sound in English which resembles this Swahili sound. In fact, it was borrowed into Swahili from Arabic. However, since it occurs in a fair number of words, it is important to learn to pronounce it correctly.

Gh is pronounced by placing your tongue in your mouth as if you were going to say g, but do not close your throat off completely. Instead let the air rush out over the top of your tongue, which rests loosely on the roof of your mouth. The result is kind of a rasping sound. Words to practice are:

ghali	'expensive'	*ghafula*	'surprise'
ghala	'storeroom'	*lugha*	'language'
magharibi	'east'	*ghuba*	'gulf'
ghadhabu	'anger'	*ghamu*	'grief'
gharama	'expense'	*ghiliba*	'rivalry'

kh:

This sound is also only found in words borrowed from Arabic but it is pronounced and written as *h* in Standard Swahili. However, since it still occurs in some speakers' speech, you might want to know how it is pronounced.

Kh is pronounced by putting your tongue in the position you would to say k; however, instead of holding the tongue firmly against the roof of your mouth, it remains only in loose contact, as is the case for *gh*. In fact, *kh* differs from *k* in the same way that *gh* differs from *g*. One expression which you might want to practice, since it is still pronounced by all speakers with the *kh* sound, is the (originally Arabic) greeting: *sabalkheri* 'good morning'.

VERB CONSTRUCTIONS
POSSESSIVE PRONOUN ROOTS
NOUNS

Lesson 2

1. While English uses three words to tell you the 'who', 'what' and 'when' of an event, Swahili uses only one word. But this word is composed of three pieces, each providing one bit of information:

ni	+	*na*	+	*soma*	=	*ninasoma* 'I am reading'
WHO		WHEN		WHAT		

This construction is called a verb construction. The first piece is a concord prefix which usually refers to some participant in the event being described, such as the person who is doing the event. This concord prefix is often called a subject concord; there are different subject concords for different people (see below). The second piece of the verb is a time prefix; there are different time prefixes for different times. The last piece of the verb construction is the verb root itself; it tells us what the event is.

All verb constructions are composed of at least these three pieces; that is, whenever a verb root has a time prefix, it must also have a subject concord attached in front of the time prefix. The subject concords used for referring to different people are:

Speaker		Hearer		Someone Else	
ni-	'I'	*u-*	'you'	*a-*	'he or she'
tu-	'we'	*m-*	'you all'	*wa-*	'they'

Vocabulary

-cheka	'laugh'	*-kimbia*	'run'
-imba	'sing'	*-kaa*	'sit'
-lia	'cry'	*-soma*	'read'

A. Substitute the given verb roots in the verb construction.

Example: *Nina*_____*(-cheka)* → *Ninacheka.*

Basic Construction: *Una*_____.

Substitute:

1.	*-imba*	5.	*-cheka*	9.	*-lia*
2.	*-kaa*	6.	*-lia*	10.	*-kaa*
3.	*-lia*	7.	*-imba*	11.	*-cheka*
4.	*-kimbia*	8.	*-kimbia*	12.	*-imba*

B. Substitute the given subject concord in the verb construction.

Example: _____*-nacheka (ni)* → *Ninacheka.*

Basic Construction: _____*-nakaa.*

Substitute.

1.	*Wa-*	5.	*N-*	9.	*Wa-*
2.	*W-*	6.	*A-*	10.	*A-*
3.	*Tu-*	7.	*U-*	11.	*Tu-*
4.	*Ni-*	8.	*Tu-*	12.	*Ni-*

C. Substitute the cue (Verb root or subject concord) in the proper place in the verb construction.

Example: *Ninakimbia.* *(Tu-)* → *Tunakimbia.*
Tunakimbia. *(A-)* → *Anakimbia.*
Anakimbia. *(-cheka)* → *Anacheka.*

Basic Construction: *Ninalia.*

Substitute:

1. *Tu-*
2. *-cheka*
3. *M-*
4. *U-*
5. *-imba*
6. *Wa-*
7. *Ni-*
8. *-kaa*
9. *-kimbia*
10. *A-*
11. *Tu-*
12. *-lia*

D. Using the English cue, substitute the Swahili equivalent in the proper place in the verb construction.

Example: *Ninasoma* (They) → *Wanasoma.*

Basic Construction: *Ninacheka.*

Substitute:

1. sing
2. you all
3. he
4. run
5. cry
6. I
7. we
8. sit
9. you
10. we
11. read
12. she
13. laugh
14. I
15. they

E. Translate the following English sentences into Swahili.

1. They are sitting.
2. I am singing.
3. She is laughing.
4. We are reading.
5. You all are running.
6. He is crying.
7. You are reading.
8. They are laughing.
9. We are singing.
10. I am sitting.
11. She is running.
12. You all are reading.

A. Fill in the verb root.

Example: *nina*_____'laugh' → *nina cheka*

*nina*_____ 'sit'
*nina*_____ 'cry'
*nina*_____ 'run'
*nina*_____ 'sit'
*nina*_____ 'laugh'
*nina*_____ 'sing'
*nina*_____ 'sit'
*nina*_____ 'read'
*nina*_____ 'sing'
*nina*_____ 'read'

B. Fill in the subject concord.

____*nacheka*	'we'	____*naimba*	'I'
____*nasoma*	'you all'	____*nakimbia*	'we'
____*naimba*	'they'	____*nakaa*	'he'
____*nacheka*	'you'	____*nalia*	'you all'
____*nakimbia*	'she'	____*nasoma*	'I'
____*nalia*	'they'	____*nalia*	'you'
____*nakimbia*	'we'	____*nasoma*	'she'

C. Translate:

I am laughing.
You are cying.
We are running.
They are laughing.
He is crying.
She is sitting.
I am running.

You all are reading.
You are sitting.
I am crying.
He is reading.
They are singing.
She is singing.
You all are laughing.

D. Fill in the verb root and subject concord indicated:

__*na*_____	'I / run'	__*na*_____	'I / cry'
__*na*_____	'you / laugh'	__*na*_____	'you / laugh'
__*na*_____	'we / cry'	__*na*_____	'we / sing'
__*na*_____	'they / sing'	__*na*_____	'they / cry'
__*na*_____	'he / cry'	__*na*_____	'he / sing'
__*na*_____	'she / shout'	__*na*_____	'she / read'
__*na*_____	'you all / cry'	__*na*_____	'we / read'

2. The noun in Swahili is composed of two pieces: a prefix and a root. Most noun roots occur with at least two different noun prefixes, a singular and a plural. So for example, the plural prefix for nouns with the singular prefix *ki-* is *vi-*, as below:

	Prefix	+	Root	=	Noun	
Singular	*ki*	+	*ti*	=	*kiti*	'chair'
Plural	*vi*	+	*ti*	=	*viti*	'chairs'

Most noun roots in Swahili occur with one set of singular-plural prefixes; however, some roots occur with more than one set of prefixes and, in these cases, the roots appear to change in meaning depending upon which set of prefixes is used. So for example the root *-ti* above also occurs with the prefixes *m-* singular and *mi-* plural; and when these prefixes are attached the resulting nouns mean 'tree' and 'trees' respectively:

	Prefix	+	Root	=	Noun	Prefix	+	Root	=	Noun
Singular	*ki*	+	*ti*	=	*kiti*	*m*	+	*ti*	=	*mti*
Plural	*vi*	+	*ti*	=	*viti*	*mi*	+	*ti*	=	*miti*

Because some roots occur in different noun classes, i.e. with more than one set of singular/plural prefixes, we usually distinguish nouns by referring to their class prefixes, rather than their roots. So, for example, the noun *mti* (tree) belongs to the *m-/mi-* noun class and the noun *kiti* (chair) belongs to the *ki-/vi-* noun class; even though they both have the same root they are different nouns because they occur with different sets of noun prefixes.

It is also important to recognize that Swahili nouns do not have to have a word like 'the' or 'a' as most nouns do in English. This is why Swahili sentences often have more than one translation.

Ninaona kiti { 'I see a chair' or 'I see the chair'

A. List the singular and plural noun prefixes for the following nouns:*

Singular Noun	Plural Noun	Singular Prefix	Plural Prefix
kikapu	*vikapu*		
kiti	*viti*		
mti	*miti*		
mtoto	*watoto*		
mfuko	*mifuko*		

B. What do you notice about the plural forms for nouns with the singular prefix *m-*?

C. On the basis of your observations above, give the appropriate plural forms for the following nouns:

mkeka	'mat'	Hint: Plural like that for *mti*.
mtu	'person'	Hint: Plural like that for *mtoto*.
kikombe	'cup'	
kijiko	'spoon'	
kitabu	'book'	
mzee	'elder person'	Hint: Like *mtoto*.
mmea	'plant'	Hint: Like *mti*.
mvulana	'young man'	Hint: Like *mtoto*.
mpira	'ball'	Hint: Like *mti*.
msichana	'young girl'	Hint: Like *mtoto*.

D. What do you notice about all the nouns which have the same plural as *mtoto*, as compared to the nouns which have the same plural as *mti*?

*Plurals for nouns with the prefix *ji-* are discussed in detail in 13,2.

Vocabulary

kikombe	'cup'	*mtu*	'person'
mkeka	'mat'	*mzee*	'elder'
mpira	'ball'	*mvulana*	'young man'
kijiko	'spoon'	*msichana*	'young girl'
mmea	'plant'	*mtoto*	'child'

A. Respond with plural forms of the following nouns:

1. *kiti*
2. *kikapu*
3. *kikombe*
4. *kitabu*
5. *kijiko*
6. *mti*
7. *mkeka*
8. *mmea*
9. *mpira*
10. *mtoto*
11. *mtu*
12. *mzee*
13. *mvulana*
14. *msichana*

B. Respond with the plural forms of the following nouns:

1. *mti*
2. *mtu*
3. *kijiko*
4. *kikombe*
5. *mtoto*
6. *kiti*
7. *mpira*
8. *msichana*
9. *kikombe*
10. *mzee*
11. *mmea*
12. *kikapu*
13. *mtu*
14. *mvulana*
15. *mkeka*
16. *kitabu*
17. *mpira*
18. *mzee*

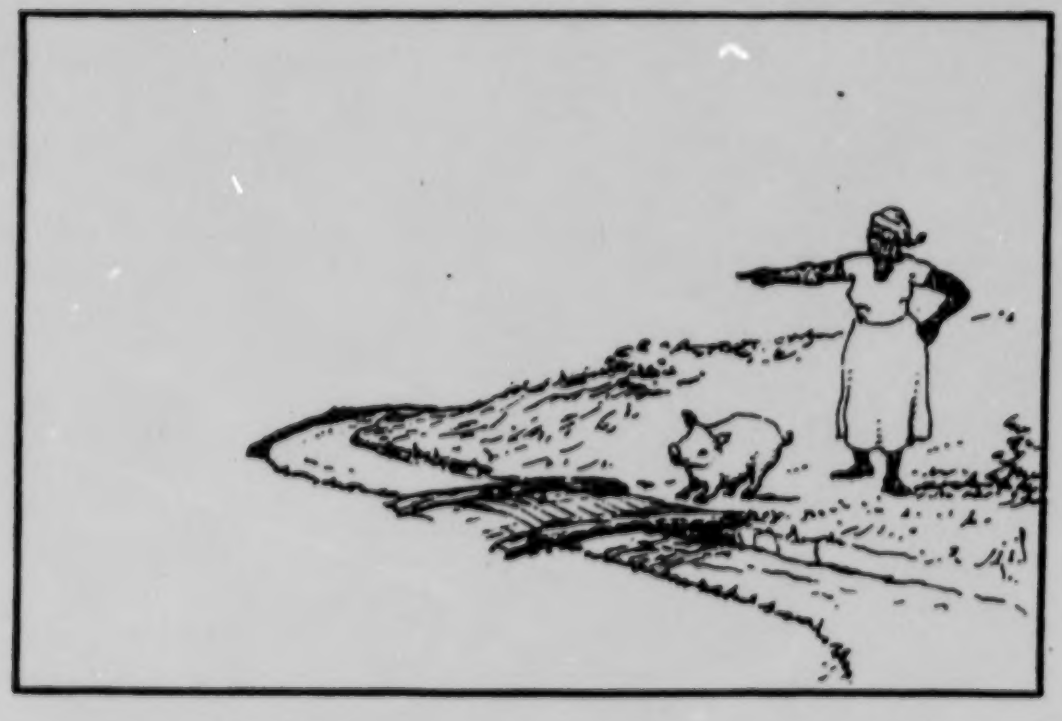
C. Respond with the singular form of the following nouns:

1. *viti*
2. *watu*
3. *miti*
4. *watoto*
5. *mipira*
6. *vikapu*
7. *viti*
8. *mikeka*
9. *watu*
10. *vikombe*
11. *watoto*
12. *mimea*
13. *wasee*
14. *vitabu*
15. *mipira*
16. *mvulana*
17. *vijiko*
18. *wasichana*

SUMMARY EXERCISE

D. Give Swahili equivalents for the following:

1. books
2. They are sitting.
3. her chair
4. elders
5. We are reading.
6. your child
7. young men
8. I am sitting.
9. her book
10. houses
11. I am laughing.
12. my bag
13. people
14. We are singing.
15. your chair
16. cups
17. You (all) are running.
18. his basket
19. young girls
20. You are crying.



3. The particle *-a* described briefly in Lesson One is a very small word with a very big job in Swahili. Although it is always used to connect two nouns, it seems to occur in a number of different situations. That is, it does not always translate in the same way in English. Although it can be translated as 'of', it cannot always be equated with 'of.'

In Lesson One we say that *-a* can be used to connect two nouns to show a possessive relationship. *-A* is also used with personal pronouns to show possession. In this instance, however, *-a* and the personal pronoun combine to form one root. These roots are:

-a + ngu = -angu	'my'	*-a + itu = -etu**	'our'
-a + ko = -ako	'your' (singular)	*-a + inu = -enu**	'your' (plural)
-a + ke = -ake	'his/her'	*-a + o = -ao*	'their'

To show possession using these roots, a concord prefix referring to the possessed noun is attached to the possessive root:

Noun Prefix	Noun Root	*-A* Concord Prefix	Possessive Root		Possessive Construction
ki-	*-ti*	*ch-*	*-angu*	'my'	*kiti changu* 'my chair'
			-etu	'our'	*kiti chetu* 'our chair'
m-	*-fuko*	*w-*	*-ako*	'your'	*mfuko wako* 'your bag'
			-enu	'your' (plural)	*mfuko wenu* 'your bag'
j-	*-na*	*l-*	*-ake*	'his/ her'	*jina lake* 'his/her name'
			-ao	'their'	*jina lao* 'their name'

*When the vowel *a* is followed by the vowel *i* in Swahili the two combine to form the vowel *e*.

A. Change the following phrases from 1st person possessive (my) to 2nd person possessive (your). As you make the change point to the proper person.

Example: *kiti changu* → *kiti chako*

1. *kitabu changu*
2. *mfuko wangu*
3. *jicho langu*
4. *mtoto wangu*
5. *kitabu changu*
6. *kiti changu*
7. *mti wangu*
8. *kikapu changu*
9. *jina langu*
10. *mtoto wangu*
11. *mfuko wangu*
12. *jicho langu*
13. *kitabu changu*
14. *mti wangu*
15. *jina langu*

B. Change the following phrases from 2nd person possessive (your) to 3rd person possessive (his/her). As you make the change point to the proper person.

Example: *kiti chako* → *kiti chake*

1. *kitabu chako*
2. *jicho lako*
3. *kikapu chako*
4. *mti wako*
5. *jina lako*
6. *mfuko wako*
7. *kitabu chako*
8. *jina lako*
9. *mti wako*
10. *mtoto wako*
11. *jicho lako*
12. *kikapu chako*
13. *kiti chako*
14. *mtoto wako*
15. *mfuko wako*

C. For each noun given below, add the given possessive root and the appropriate concord prefix.

Example: *kiti (-angu)* → *kiti changu.*

1. *kiti* 'chair' *(-angu) (-ako) (-ake)*
2. *mfuko* 'bag' *(-angu) (-ako) -ake)*
3. *jina* 'name' *(-angu) (-ako) (-ake)*
4. *kitabu* 'book' *(-angu) (-ako) (-ake)*
5. *mti* 'tree' *(-angu) (-ako) (-ake)*
6. *jicho* 'eye' *(-angu) (-ako) (-ake)*

A. Change the following phrases from 1st person possessive (our) to 2nd person possessive (your). As you make the change point to the proper persons.

Example: *kiti chetu → kiti chenu*

1. *kitabu chetu*
2. *kiti chetu*
3. *mfuko chetu*
4. *jina letu*
5. *mtoto wetu*
6. *mti wetu*
7. *jina letu*
8. *kitabu chetu*
9. *mfuko wetu*
10. *msee wetu*
11. *kikapu chetu*
12. *mtoto wetu*
13. *kiti chetu*
14. *msee wetu*
15. *jina letu*

B. Change the following phrases from 2nd person possessive (your) to 3rd person possessive (their). As you make the change point to the proper person.

Example: *kiti chenu → kiti chao*

1. *kitabu chenu*
2. *mfuko wenu*
3. *jina lenu*
4. *mfuko wenu*
5. *msee wenu*
6. *kikapu chenu*
7. *kiti chenu*
8. *jina lenu*
9. *mtoto wenu*
10. *mfuko wenu*
11. *mtoto wenu*
12. *jina lenu*
13. *msee wenu*
14. *kitabu chenu*
15. *kiti chenu*

C. For each noun given below, add the given possessive root and the appropriate concord prefix.

Example: *kiti (-etu) → kiti chetu*

1. *kiti* 'chair' *(-etu) (-enu) (-ao)*
2. *mtoto* 'child' *(-etu (-enu) (-ao)*
3. *jina* 'name' *(-etu) (-enu) (-ao)*
4. *kikapu* 'basket' *(-etu) (-enu) (-ao)*
5. *msee* 'elder' *(-etu) (-enu) (-ao)*
6. *jiko* 'kitchen' *(-etu) (-enu) (-ao)*

A. Fill in the appropriate concord and translate.

kiti ___*angu*
kitabu ___*ako*
jicho ___*angu*
jina ___*etu*
mfuko ___*angu*
mzee ___*enu*
mtoto ___*ao*
kiti ___*ao*
kikapu ___*enu*
kitabu ___*etu*

B. Fill in the appropriate noun prefix and translate.

___*kapu chenu*
___*ti chetu*
___*fuko wangu*
___*zee wenu*
___*na langu*
___*ti wako*
___*toto wao*
___*tabu chako*
___*ko lake*
___*cho langu*

C. Translate.

my name
our child
your (sg.) name
your (pl.) kitchen
his eye
her book
our basket
their elder
our book
her chair
my tree
your (pl.) basket
your (sg.) child
our book
their child

40

TIME PREFIX -*NA*- FOR THE PRESENT
TIME PREFIX -*NE*- FOR STATES IN THE PRESENT
INDEPENDENT PRONOUNS

Lesson 3

1. The time prefix -*na*- is used to describe events which are happening while the speaker is talking. -*Na*- translates as the English construction 'am (is/are) verb-ing':

Ninasoma sasa	'I am reading now'
Unaimba sasa	'You are singing now'

However, -*na*- is also used to describe events which happen generally in the present, although they are not happening while the speaker is talking. In this case, -*na*- translates in English with a simple verb.

Ninasoma kila siku	'I read every day'
Unaimba kila siku	'You sing every day'

The fact that -*na*- translates in two ways in English shows that this time prefix is more general in meaning than either of the two English constructions. Hence it is used to describe events which happen in general as well as events which are happening 'now'.

Ninasoma { I am reading (now) / I read (every day)

The use of -*na*- for describing events in the past is discussed in 27,1. The difference between the time prefix -*na*- and the time prefix -*a*- is described in 19,1.

Vocabulary

kila siku	'every day'
sasa	'now'
leo	'today'

A. Insert time words:

Example: *Ninasoma (kila siku)* → *Ninasoma kila siku*

1. *Ninaimba (sasa)*
2. *Unasoma (kila siku)*
3. *Tunalia (sasa)*
4. *Wanasoma (sasa)*
5. *Mnacheka (kila siku)*
6. *Tunalia (kila siku)*
7. *Mnasoma (sasa)*
8. *Analia (kila siku)*
9. *Ninakimbia (sasa)*
10. *Unacheka (kila siku)*

B. Substitute verb roots and subject concords.

Example: *Ninaimba sasa (U-)* → *Unaimba sasa.*

Basic Construction: *Unasoma kila siku.*

1. *Tu-*	4. *A-*	7. *M-*	10. *Ni-*
2. *-imba*	5. *-cheka*	8. *-lia*	11. *U-*
3. *-kimbia*	6. *Wa-*	9. *-kimbia*	12. *-imba*

C. Substitute time words and subject concords:

Example: *Ninaimba sasa (leo)* → *Ninaimba leo.*

Basic Construction: *Unasoma leo.*

1. *sasa*	4. *Wa-*	7. *kila siku*	10. *sasa*
2. *Tu-*	5. *Ni-*	8. *M-*	11. *U-*
3. *leo*	6. *leo*	9. *Wa-*	12. *A-*

D. Form complete sentences:

Example: *Ni-/-soma/sasa* → *Ninasoma sasa.*

1. *U-/-kimbia/kila siku*
2. *Tu-/-soma/sasa*
3. *Wa-/-lia/sasa*
4. *A-/-cheka/kila siku*
5. *M-/-kimbia/kila siku*
6. *Ni-/-imba/sasa*
7. *U-/-lia/kila siku*
8. *Wa-/-kaa/sasa*
9. *A-/-cheka/kila siku*
10. *Tu-/-kimbia/sasa*

2. Like *-na-* the time prefix *-me-* is used to describe events happening now, while a speaker is talking. However, it is only used to talk about certain kinds of events happening now -- states of being. Thus it is important to distinguish states of being from other kinds of events in Swahili.*

States of being are events which someone (or something) somehow experiences. They are opposed to acts, which are events which someone (or something) somehow does. Reading and writing are acts; being happy or tired are states.

In Swahili, different time prefixes are used to describe states happening now as opposed to acts happening now. Specifically, *-me-* is used for states and *-na-* is used for acts. So for example:

State		Act	
Nimechelewa sasa.	'I am late now.'	*Ninasoma sasa.*	'I am reading now'
Nimechoka sasa.	'I am tired now.'	*Ninaimba sasa.*	'I am singing now'

Because different time prefixes are used with different kinds of verb roots, i.e. stative as opposed to active verb roots, it is important to learn to tell the difference between these two types of roots. In general, stative roots translate with 'be' in English, while active roots do not:

Stative Roots		Active Roots	
-choka	'be tired'	*-imba*	'sing'
-chelewa	'be late'	*-pika*	'cook'
-shiba	'be full, sated'	*-andika*	'write'

*The use of *-me-* for describing states in the present is discussed here. Its use for describing acts is explored in 8,1. Its use for describing events (states and acts) is discussed in 27,1. The reader is also referred to 20,2 and 23,2 for discussions of the use of *-me-* with verb roots which carry the passive suffix *-w-* and the stative suffix *-k-*.

Vocabulary

-furahi	'be happy'
-choka	'be tired'
-chelewa	'be late'
-shiba	'be full, sated'
-pika	'cook'
-andika	'write'

A. Respond with the singular.

Example: *Tumefurahi.* → *Nimefurahi.*

1. *Wamechoka.*
2. *Mmechelewa.*
3. *Tumeshiba.*
4. *Wamefurahi.*
5. *Tumechoka.*
6. *Wamechelewa*
7. *Mmefurahi.*
8. *Wameshiba.*

B. Substitute the verb root (and change the time prefix if necessary).

Example: *Tumefurahi sasa. (-soma)* → *Tunasoma sasa.*

Basic Construction:

1. *-shiba*
2. *-kimbia*
3. *-choka*
4. *-chelewa*
5. *-soma*
6. *-chelewa*
7. *-pika*
8. *-furahi*
9. *-lia*
10. *-choka*
11. *-andika*
12. *-chelewa*

C. Form sentences.

Example: *Ni-/-shiba* → *Nimeshiba.*

1. *U-/-chelewa*
2. *Ni-/-choka*
3. *Wa-/-andika*
4. *Tu-/-cheka*
5. *Wa-/-kimbia*
6. *A-/-furahi*
7. *Tu-/-lia*
8. *A-/-choka*
9. *Tu-/-shiba*
10. *Wa-/-furahi*
11. *A-/-cheka*
12. *Wa-/-pika*
13. *Tu-/-chelewa*
14. *A-/-furahi*
15. *M-/-lia*
16. *M-/-pika*
17. *Tu-/-shiba*
18. *M-/-chelewa*
19. *A-/-choka*
20. *Wa-/-imba*

3. There are six independent pronouns in Swahili for referring to people:

mimi	'I'	*wewe*	'you'	*yeye*	'he/she'
sisi	'we'	*ninyi**	'you all'	*wao*	'they'

These pronouns are NOT used in Swahili sentences in the same way that English pronouns are used. It would be more accurate to say that the verb concords are equivalent to English pronouns than to equate these independent forms with them. So for example the following Swahili sentence translates with the pronoun I in English, even though it does not have the independent Swahili pronoun: *mimi* meaning 'I':

Nilikimbia. 'I ran.'

Independent pronouns in Swahili are usually used with verb constructions to emphasize the identity of some participant who is already designated by a verb concord. So for example:

Ninyi	*mlikaa,*	*sisi*	*tulisimama.*
YOU ALL	you sat,	WE	we stood.

4. Independent pronouns in Swahili are also used in sentences with the word *ni* which translates as 'is', 'am', or 'are' in English, depending upon the situation. *Ni* is used to form sentences which describe what something is:

Mimi ni msichana. 'I am a young girl.'

Wewe ni mvulana. 'You are a young man.'

Yeye ni mzee. 'He/She is an elder.'

*The pronoun *nyinyi* may be used instead of *ninyi*.

Vocabulary

-simama	'stand'	*mwanafunzi*	'student'
-tembea	'walk'	*mwalimu*	'teacher'
-pumzika	'rest'	*mgeni*	'visitor, foreigner'
-lala	'sleep'		

A. Respond with the correct independent pronouns.

Example: *Tunasoma, mnaandika*
→ *Sisi tunasoma, ninyi mnaandika.*

1. *Anakaa, ninasimama.*
2. *Tunatembea, wanakimbia.*
3. *Ninasoma, unaandika.*
4. *Unalala, ninapumzika.*
5. *Wanasoma, tunaandika.*
6. *Anapumzika, ninasoma.*
7. *Ninalia, unacheka.*
8. *Wanakaa, mnasimama.*
9. *Tunasoma, wanaimba.*
10. *Ninatembea, anakimbia.*

B. Form sentences.

Example: *mimi/mwanafunzi* → *Mimi ni mwanafunzi.*

1. *wewe/mwalimu*
2. *mimi/msichana*
3. *yeye/mtoto*
4. *wewe/mwanafunzi*
5. *mimi/mvulana*
6. *mimi/mgeni*
7. *yeye/mwalimu*
8. *wewe/mzee*
9. *mimi/mwanafunzi*
10. *yeye/mtoto*

A. Insert the correct time prefix.

1. *Ni___soma sasa.*
2. *U___furahi sasa.*
3. *Tu___cheka sasa.*
4. *Wa___andika sasa.*
5. *A___chelewa sasa.*
6. *M___choka sasa.*
7. *A___chelewa sasa.*
8. *Wa___imba sasa.*
9. *Tu___kimbia sasa.*
10. *U___andika sasa.*

B. Substitute (and change the time prefix when appropriate).

Example: *Nimefurahi sasa. (soma)* → *Ninasoma sasa.*

Basic Construction: *Tunacheka sasa.*

1. *U-*
2. *-soma*
3. *Tu-*
4. *-kimbia*
5. *-chelewa*
6. *A-*
7. *-andika*
8. *Wa-*
9. *-shiba*
10. *Ni-*
11. *-choka*
12. *M-*
13. *-kaa*
14. *-shiba*
15 *-tembea*

C. Substitute (and change the subject concords and independent pronouns where necessary).

Example: *Mimi ninasoma. (wewe)* → *Wewe unasoma.*

Basic Construction: *Sisi tunacheka.*

1. *wewe*
2. *-simama*
3. *sisi*
4. *ninyi*
5. *-pumzika*
6. *wao*
7. *mimi*
8. *-kimbia*
9. *sisi*
10. *ninyi*
11. *-tembea*
12. *wao*
13. *wewe*
14. *-lala*
15. *mimi*

Basic Construction: *Wewe unapika.*

1. *A-*
2. *Ni-*
3. *-lala*
4. *Tu-*
5. *-simama*
6. *-tembea*
7. *Wa-*
8. *Tu-*
9. *M-*
10. *-soma*
11. *A-*
12. *Wa-*
13. *M-*
14. *-cheka*
15. *Tu-*

A. Complete the following sentences with a pronoun or noun.

1. *Mimi ni mwanafunzi,* _____ *ni mwalimu.*
2. *Yeye ni mpishana,* _____*ni mvulana.*
3. *Wewe ni mtoto,* _____*ni msee.*
4. *Mimi ni mwalimu, yeye ni* _____.
5. *Yeye ni mvulana, wewe ni* _____.
6. *Wewe ni msee, mimi ni* _____.

B. Insert *-na-* or *-me-*.

Example: *Ni___choka sasa → Nimechoka sasa.*

1. *Ni___soma sasa.*
2. *Ni___imba sasa.*
3. *U___furahi sasa.*
4. *Tu___pika sasa.*
5. *M___andika sasa.*
6. *U___choka sasa.*
7. *Tu___shiba sasa.*
8. *A___chelewa sasa.*
9. *Wa___soma sasa.*
10. *A___shiba sasa.*

C. Choose the correct verb root.

1. *Ume____sasa.* *(-soma/-shiba)*
2. *Tuna___sasa.* *(-pika/-shiba)*
3. *Nina___sasa.* *(-soma/-chelewa)*
4. *Mna____sasa.* *(-imba/-chelewa)*
5. *Wame___sasa.* *(-andika/-furahi)*
6. *Tuna___sasa.* *(-andika/-choka)*
7. *Ame____sasa.* *(-pika/-chelewa)*
8. *Nime___sasa.* *(-andika/-choka)*
9. *Mna____sasa.* *(-andika/-choka)*
10. *Ume____sasa.* *(-kimbia/-furahi)*

D. Translate into Swahili, using the appropriate independent pronouns in addition to subject concords.

1. We are reading, they are writing.
2. I am standing, you are sitting.
3. He is reading, you are singing.
4. I am resting, you are sleeping.
5. They are laughing, we are crying.
6. They are writing, we are reading.
7. You all are singing, they are reading.
8. We are walking, they are running.
9. You all are sitting, we are standing.
10. I am writing, you all are reading.
11. He is singing, she is sleeping.
12. They are sleeping, we are resting.

PAST TIME PREFIX *-LI-*
VERB PREFIX *KU-*
MONOSYLLABIC VERB ROOTS
HUMBAN OBJECT CONCORDS

Lesson 4

1. The time prefix *-li-* is used to describe events which happened in the past. It is used to describe both states and acts:

Nilifurahi jana 'I was happy yesterday'

Nilisoma jana 'I read yesterday'

The following diagram summarizes how the time prefix *-li-* is used, as compared to the time prefixes *-na-* and *-me-*.

PAST		PRESENT	
-li-	state/act	*-na-*	act
		-me-	state

Vocabulary

-jifunza	'learn'	*-penda*	'like, love'
-pata	'get'	*jana*	'yesterday'
-ona	'see'	*juzi*	'day before yesterday'
-taka	'want'		

A. Change to past time.

Example: *Ninasoma kitabu leo* → *Nilisoma kitabu jana.*

1. *Ninataka mfuko sasa.*
2. *Wanapata mpira leo.*
3. *Mnajifunza Kiswahili.*
4. *Tunaona kikapu sasa.*
5. *Mnataka mifuko.*
6. *Nimefurahi sasa.*
7. *Tumechoka sasa.*
8. *Wamechelewa.*
9. *Ameshiba sasa.*
10. *Umefurahi sasa.*

B. Substitute the time word indicated (and change the time prefix in the verb if necessary).

Example: *Ninaimba leo (jana)* → *Niliimba jana.*

Basic Construction: *Ninapenda Kiswahili sasa.*

1.	*jana*	4.	*leo*	7.	*leo*
2.	*juzi*	5.	*juzi*	8.	*sasa*
3.	*sasa*	6.	*jana*	9.	*jana*

Basic Construction: *Tumefurahi sasa.*

1.	*juzi*	4.	*juzi*	7.	*juzi*
2.	*sasa*	5.	*sasa*	8.	*jana*
3.	*jana*	6.	*leo*	9.	*sasa*

C. Substitute as indicated (and make any necessary changes of time prefixes or time words).

Example: *Ninasoma leo. (-li-)* → *Nilisoma jana.*

Basic Construction: *Tunapenda Kiswahili sasa.*

1.	*jana*	6.	*-na-*	11.	*-na-*
2.	*-soma*	7.	*leo*	12.	*-soma*
3.	*sasa*	8.	*juzi*	13.	*jana*
4.	*-li-*	9.	*-jifunza*	14.	*-penda*
5.	*-jifunza*	10.	*M-*	15.	*-li-*

2. Verb roots may carry a noun prefix instead of subject concords and time prefixes. The noun prefix used for all verb roots is *-ku*, and the resulting verbal nouns have two possible English translations:*

kusoma { 'to read' / 'reading' }

3. Most verb roots in Swahili are comprised of two or more syllables; they are called polysyllabic roots. Some roots, however, consist of only one syllable; these are called monosyllabic roots. It is necessary to distinguish these two types of roots because they act differently in many verb constructions. Specifically, monosyllabic roots often retain a *ku-* prefix where polysyllabic roots do not. Compare for example the following:

Monosyllabic			Polysyllabic		
-ja: come	*nilikuja*	'I came'	*-taka:* want	*nilitaka*	'I wanted'
-la: eat	*ninakula*	'I eat'	*-soma:* read	*ninasoma*	'I read"

There are only two polysyllabic verb roots which retain *ku-* in such constructions. They are:

-isha: finish *nilikwisha kusoma* 'I finished reading'

-enda: go *nilikwenda kusoma* 'I went to read'

These two roots also differ from other polysyllabic roots in that *ku-* is pronounced *kw-* instead of *ku-*. This does not happen with other polysyllabic roots beginning with vowels:

ku + isha = kwisha 'to finish/finishing'

ku + ishi = kuishi 'to live/living'

ku + enda = kwenda 'to go/going'

ku + elewa = kuelewa 'to understand/understanding'

*See 17,2 for a discussion of how *ku-* is used when describing sequences of events. Concords with *ku-* verbal nouns is discussed in 25,3. Negative *ku-* verbal nouns are described in 25,4.

Vocabulary

-la	'eat'	*-enda*	'go'
-nywa	'drink'	*-isha*	'finish'
-ja	'come'		

A. Substitute verb roots in verbal nouns.

Example: *Ninataka kuimba. (-la)* → *Ninataka kula.*

Basic Construction: *Tunataka kula.*

1.	*-ja*	5.	*-imba*	9.	*-ja*
2.	*-soma*	6.	*-enda*	10.	*-enda*
3.	*-nywa*	7.	*-kimbia*	11.	*-kaa*
4.	*-ona*	8.	*-kaa*	12.	*-nywa*

B. Substitute verb roots.

Example: *Ninakula. (-nywa)* → *Ninakunywa.*

Basic Construction: *Ninakwenda.*

1.	*-la*	4.	*-nywa*	7.	*-la*
2.	*-nywa*	5.	*-la*	8.	*-ja*
3.	*-ja*	6.	*-nywa*	9.	*-nywa*

Basic Construction: *Unakwenda kusoma.*

1.	*-isha*	4.	*-isha*	7.	*-penda*
2.	*-enda*	5.	*-taka*	8.	*-isha*
3.	*-penda*	6.	*-enda*	9.	*-enda*

C. Form a complete sentence.

Example: *Ni-/-la/sasa* → *Ninakula sasa.*

1.	*Tu-/-soma/jana*	6.	*Wa-/-nywa/jana*
2.	*A-/-furahi/jana*	7.	*Ni-/-nywa/sasa*
3.	*Wa-/-enda/sasa*	8.	*A-/-soma/juzi*
4.	*N-/-la/sasa*	9.	*N-/-ja/leo*
5.	*Tu-/-imba/jana*	10.	*Wa-/-la/jana*

4. In addition to carrying subject concords referring to the doer (or experiencer) of an event, verb constructions may also carry a concord referring to the object of the action described by the verb root. This concord, usually called the object concord, is inserted directly in front of the verb root. Thus in verbal nouns we find it located between the prefix *ku-* and the verb root:

ku + ni + ona = kuniona. 'To see me/seeing me'

In verb constructions with time prefixes, the object concord is located between the verb root and the time prefix:

A + li + ni + ona = Aliniona. 'He/She saw me'

If the verb root is monosyllabic, the *ku-* prefix is not retained when an object concord is present. In fact, the monosyllabic root *-pa* meaning 'give' never occurs without an object concord referring to the person who is receiving:

Alinipa kikapu. 'He/She gave me a basket.'

The object concords are given below; notice that they are not all the same as subject concords:

	SPEAKER		HEARER		SOMEONE ELSE	
	Subject Concord	Object Concord	Subject Concord	Object Concord	Subject Concord	Object Concord
Sing:	*ni-*	*-ni-*	*u-*	*-ku-*	*a-*	*-m-*
Pl:	*tu-*	*-tu-*	*m-*	*-wa-*	*wa-*	*-wa-*
				-ku-eni		

The object concord for 'him/her' is pronounced *-mw-* instead of *-m-* when followed by a vowel:

Nilimpenda 'I liked him/her' *Nilimwona.* 'I saw him/her'

The object concord *-wa-* can be used to refer to 'you all' as well as them:

Niliwaita 'I called them' OR 'I called you all.'

In addition, the object concord *-ku-* can also be used to refer to 'you all' if the suffix *-eni* is attached following the verb root:

Nilikuiteni 'I called you all.'

Vocabulary

-ita 'call'	*-tuma* 'send'
-ambia 'tell'	*-leta* 'bring'

A. Substitute object concords.

Example: *Nilikuja kukuona.* *(-m-)* → *Nilikuja kumwona.*

Basic Construction: *Alikuja kuniona.*

1. *-m-*	4. *-ni-*	7. *-wa-*
2. *-ku-*	5. *-tu-*	8. *-m-*
3. *-wa-*	6. *-ku-*	9. *-tu-*

Basic Construction: *Walitaka kumleta.*

1. *-ku-*	4. *-ni-*	7. *-wa-*
2. *-wa-*	5. *-m-*	8. *-tu-*
3. *-tu-*	6. *-ku-*	9. *-m-*

B. Replace object concord as indicated.

Example: *Nilimwita.* *(-ku-)* → *Nilikuita.*

1. *Nilimwambia.* *(-ku-)*	11. *Nilimwona.* *(-ku-)*
2. *Waliniita.* *(-m-)*	12. *Walimpenda.* *(-ni-)*
3. *Tu'imtuma.* *(-ku-)*	13. *Tulimtuma.* *(-wa-)*
4. *Alinileta.* *(-wa-)*	14. *Alinituma.* *(-ku-)*
5. *Mlituona.* *(-ni-)*	15. *Tulimwambia.* *(-wa-)*
6. *Walimtuma.* *(-ku-)*	16. *Alikutuma.* *(-ni-)*
7. *Alikuita.* *(-m-)*	17. *Walinituma.* *(-tu-)*
8. *Tulikuambia.* *(-wa-)*	18. *Alikuita.* *(-wa-)*
9. *Walituleta.* *(-wa-)*	19. *Tulikutaka.* *(-m-)*
10. *Alituambia.* *(-m-)*	20. *Nilikuona.* *(-wa-)*

C. Substitute.

Example: *Nilikuona.* *(-ita)* → *Nilikuita.*

Basic Construction: *Aliniona.*

1. *-ku-*	6. *-tu-*	11. *-tu-*
2. *-ita*	7. *-leta*	12. *-ku-*
3. *-wa-*	8. *-ni-*	13. *-wa-*
4. *-tuma*	9. *-m-*	14. *-tuma*
5. *-ni-*	10. *-ambia*	15. *-m-*

Vocabulary: | *-pa* 'give' | *habari* 'news' |

A. Substitute object concords.

Example: *Ulitaka kunipa kikapu. (-m-)* → *Ulitaka kumpa kikapu.*

Basic Construction: *Alikuja kunipa habari.*

1.	*-wa-*	5.	*-m-*	9.	*-wa-*
2.	*-ni-*	6.	*-ku-*	10.	*-ku-*
3.	*-ku-*	7.	*-ni-*	11.	*-m-*
4.	*-tu-*	8.	*-tu-*	12.	*-ni-*

B. Substitute time words (and change time prefixes).

Example: *Nilitaka kukuambia habari jana. (sasa)* → *Ninataka kukuambia habari sasa.*

Basic Construction: *Nilitaka kukuambia habari jana.*

1.	*sasa*	4.	*jana*	7.	*juzi*
2.	*juzi*	5.	*leo*	8.	*kila siku*
3.	*leo*	6.	*sasa*	9.	*jana*

Basic Construction: *Alikuja jana kuniambia habari.*

1.	*leo*	4.	*sasa*	7.	*jana*
2.	*sasa*	5.	*jana*	8.	*kila siku*
3.	*juzi*	6.	*leo*	9.	*juzi*

C. Substitute verb roots in verb constructions.

Example: *Nilitaka kukuona. (-ja)* → *Nilikuja kukuona.*

Basic Construction: *Ninapenda kumwona.*

1.	*-enda*	4.	*-penda*	7.	*-enda*
2.	*-taka*	5.	*-enda*	8.	*-taka*
3.	*-ja*	6.	*-taka*	9.	*-ja*

Basic Construction: *Ninakula.*

1.	*-enda*	4.	*-kimbia*	7.	*-la*
2.	*-soma*	5.	*-nywa*	8.	*-imba*
3.	*-cheka*	6.	*-lia*	9.	*-ja*

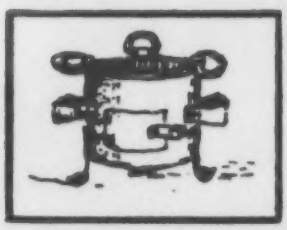
A. Form sentences.

Example: *Ni-/-taka/-m-/-ona → Ninataka kumwona.*

1. *Tu-/-penda/-kimbia*
2. *Wa-/-ku-/taka*
3. *A-/-ja/-ku-/-ambia/habari*
4. *M-/ja/-ni/-ona/jana*
5. *Wa-/-taka/-ni-/-ambia/habari/sasa*
6. *U-/-enda/-wa-/-ambia/habari/jana*
7. *Ni-/-penda/-soma/Kiswahili*
8. *Wa-/-furahi/sasa*
9. *A-/-ku-/-ita/jana*
10. *U-/-ni-/-ona/juzi*
11. *Wa-/-ja/-ni-/-ita*
12. *Tu-/-enda/-ku-/-leta/habari*
13. *Wa-/-ni-/-leta/habari*
14. *A-/-taka/-ni-/-tuma*
15. *A-/-wa-/-tuma/juzi*

B. Translate

1. We ran yesterday.
2. We learned Swahili yesterday
3. He wanted to see me.
4. I am studying Swahili every day.
5. I like to sing.
6. You like to study Swahili
7. We like to learn Swahili
8. He came to tell me the news.
9. She is coming to call me.
10. They are going to see them.
11. We are coming to study.
12. You all are going to tell them the news.
13. We went to tell them yesterday.
14. We saw them the day before yesterday.
15. I want to tell you all the news.



NA 'AND, WITH'
-NA 'HAVE' IN POSSESSIVE CONSTRUCTIONS
-KA- FOR CONSECUTIVE EVENTS IN THE PAST

Lesson Five

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1. The particle *na* 'and, with' is used in Swahili to link both nouns and verbs.

1.1 When *na* is used to link nouns it translates in English with the words 'and' or 'with' depending upon the context in which it is used:

Miriamu na Ali walikwenda.	'Miriam and Ali went.'
Tulinunua kikombe na kijiko.	'We bought a cup and a spoon.'
Nilikuja na mama yangu.	'I came with my mother.'

If an independent pronoun follows *na*, it may be shortened as follows:

nami	'with/and me'	*nasi*	'with/and us'
nawe	'with/and you'	*nanyi*	'with/and you all'
naye	'with/and him/her'	*nao*	'with/and them'

1.2 When *na* is used to link verbs it translates as 'and'. It is used to connect both verbal nouns and verb constructions:

Miriamu anatoka na Ali anakaa.	'Miriam is leaving and Ali is staying.'
Ninapenda kucheka na kuimba.	'I like to laugh and sing.'

Vocabulary

-fika	'arrive'	*-ingia*	'enter'
-toka	'leave'	*-rudi*	'return'

A. Expand the following sentences to include the nouns given. Remember to change the subject concords in the verb constructions appropriately.

Example: *Ali alisoma. (Mariamu)*
→ *Ali na Mariamu walisoma.*

1. *Mtoto anaandika. (Mwanafunzi)*
2. *Msichana anaimba. (Mvulana)*
3. *Daudi alifika. (Mimi)*
4. *Mwanafunzi alirudi. (Mwalimu)*
5. *Mariamu anatoka. (Wewe)*
6. *Ali anaingia. (Wao)*
7. *Mzee anacheka. (Mtoto)*
8. *Mgeni alikuja. (Msichana)*
9. *Mimi ninatoka. (Wewe)*
10. *Yeye alikwenda. (Wewe)*

B. Join the sentences with *na*.

Example: *Nilipika. Ulikula.*
→ *Nilipika na ulikula.*

1. *Alisoma. Niliandika.*
2. *Ulikwenda. Nilirudi.*
3. *Tulikuja. Walitoka.*
4. *Anaimba. Unasoma.*
5. *Unacheka. Analia.*
6. *Niliingia. Walitoka.*
7. *Anasimama. Unakaa.*
8. *Tulikimbia. Mlitembea.*
9. *Wanakula. Mnakunywa.*
10. *Ninapumzika. Analala.*

C. Join the sentences in Exercise B. above using *na* and independent pronouns to show contrast.

Example: *Nilipika. Ulikula.*
→ *Mimi nilipika na wewe ulikula.*

2. The word *na* 'and, with' in Swahili is also used as a root to express possession. When this occurs, it carries a subject concord, and the concord + *na* construction is followed by a noun.

2.1 *-Na* may be used to show possession of a thing. When this occurs, it translates in English with the verb 'have':

Nina pesa. 'I have work.'

Una kazi. 'You have work.'

2.2 *-Na* may also be used to show possession of a condition or state. In this instance, it translates in English with either the verb 'have' or 'is (am/are)':

Nina njaa. 'I have hunger/am hungry.'

Una kiu. 'You have thirst/are thirsty.'

2.3 In order to show when something is not possessed, another prefix is attached to the *-na* construction, preceding the subject concord. This is the prefix *ha-* which translates as 'not' in English:

HAVE	HAVE NOT
Wana pesa. 'They have money.'	*Hawana pesa.* 'They (do) not have money.'
Tuna njaa. 'We are hungry.'	*Hatuna njaa.* 'We are not hungry.'

Before the subject concords *u-* 'you (singular)' and *a-* 'he/she', the prefix meaning 'not' is *h-* instead of *ha-*:

Una kazi. 'You have work.'	*Huna kazi.* 'You (do) not have work.'
Ana kiu. 'He/She is thirsty.'	*Hana kiu.* 'He/She is not thirsty.'

The prefix *ha-* is not used with the subject concord *ni-* 'I'. Instead, *ni-* is replaced by another prefix. This is the prefix *si-*:

Nina kitabu. 'I have a book.'	*Sina kitabu.* 'I (do) not have a book.'

Vocabulary

kiu	'thirst'	*huzuni*	'sadness'
njaa	'hunger'	*furaha*	'happiness'
kazi	'work'	*shida*	'problem'
pesa	'money'	*haraka*	'haste'

A. Change to plural.

Example: *Nina kazi.* → *Tuna kazi.*

1. *Una homa.*
2. *Ana njaa.*
3. *Nina kiu.*
4. *Una huzuni.*
5. *Ana furaha.*
6. *Nina kitabu.*
7. *Ana haraka.*
8. *Una pesa.*
9. *Nina njaa.*
10. *Ana kiu.*
11. *Ana huzuni.*
12. *Una furaha.*

B. Substitute.

Example: *Nina kazi. (shida)* → *Nina shida.*

Basic Construction: *Nina shida.*

1. *huzuni*
2. *U-*
3. *furaha*
4. *Wa-*
5. *pesa*
6. *Tu-*
7. *kiu*
8. *N-*
9. *njaa*
10. *Ni-*
11. *haraka*
12. *Wa-*
13. *kazi*
14. *Tu-*
15. *U-*

C. Change the sentences in Exercise A. to show that the noun following *-na* is <u>not</u> possessed.

Example: *Nina kazi.* → *Sina kazi.*

3. The time prefixes -*me*-, -*na*-, and -*li*- are all used to describe events with respect to the time when they occur. The prefix -*ka*-, on the other hand, is not. Instead, it is used to describe events which happen consecutively after other events. Thus, while verb constructions with -*me*-, -*na*-, and -*li*- may be used alone, verb constructions with -*ka*- may not; they must occur following some other verb construction.

3.1 -*Ka*- is used most often to describe consecutive events in the past; thus is is usually found following -*li*- verb constructions.* It translates in English with the word 'and' plus a verb in the past"

Niliamka nikavaa nguo. 'I got up and got
I woke (and) I wore clothes. dressed.'

There is no limit to the number of -*ka*- constructions which can be used to describe a sequence of events in the past. It is only important that the first event be described with a -*li*- verb construction, and that all -*ka*- constructions describe events which happened consecutively one after the other:

Niliamka,	*nikaoga,*	*nikavaa nguo,*	*nikala,*	*nikatoka.*
I woke up,	(and) I	(and) I got dressed,	(and) I ate,	(and) I left.

3.2 Since both -*li*- and -*ka*- translate with the same verb forms in English, it is often difficult for English speakers to remember to use -*ka*- to describe a sequence of events in the past, especially since it is not incorrect to use -*li*-. However, because -*ka*- is used by native speakers more frequently than -*li*- when sequences of events in the past are being described, it is important to learn how to use this prefix appropriately.

3.3 In Standard Swahili, monosyllabic verbs do not retain the *ku*- prefix with -*ka*-; however, in some dialects it is retained. Hence, you may hear either construction; different speakers have their own preferences:

Nikaenda 'and I went' OR *Nikakwenda.*

*The use of -*ka*- for describing consecutive events in the future, i.e. events which have not yet occurred, is discussed in 26, 4.3. The use of -*ka*- for describing sequences of events is compared to the use of other constructions in 17,2.

Vocabulary

-amka	'wake up'	*chakula*	'food'
-oga	'bathe'	*nguo*	'clothes'
-nunua	'buy'	*shule*	'school'
-vaa	'wear, put on clothes'	*nyumba*	'house'

A. Change *-li-* to *-ka-* where appropriate (and omit *ku-* with monosyllabic verb roots).

Example: *Nilirudi nyumbani, nilikaa, nilisoma.* → *Nilirudi nyumbani, nikakaa, nikasoma.*

1. *Nilipika chakula, nilikaa, nilikula.*
2. *Tulinunua kitabu, tulikaa, tulisoma.*
3. *Ulipika chakula, ulikula, ulishiba.*
4. *Mlirudi nyumbani, mlivaa nguo, mlitoka tena.*
5. *Alirudi nyumbani, alipika chakula alikula.*
6. *Walitoka nyumbani, walinunua kitabu, walisoma.*
7. *Niliamka, nilioga. nilikula.*
8. *Walikwenda shuleni, walikaa, walisoma.*
9. *Nlinunua kitabu mlikwenda shuleni, mlisoma.*
10. *Walipata chakula, walirudi nyumbani, walikula.*
11. *Nilinunua nguo, nilivaa, nilikwenda shuleni.*
12. *Alivaa nguo, alitoka nyumbani, alikwenda shuleni.*
13. *Alinunua chakula, alipika. alikula.*
14. *Tuliamka, tulioga, tulivaa nguo.*
15. *Walitoka nyumbani, walikwenda shuleni, walisoma.*
16. *Uliamka, ulioga, ulikula.*

A. Change to singular.

Example: *Tuna furaha.* → *Nina furaha.*

1. *Wana kiu.*
2. *Mna njaa.*
3. *Wana furaha.*
4. *Tuna husuni.*
5. *Tuna haraka.*
6. *Wana pesa.*
7. *Wana shida.*
8. *Tuna kiu.*
9. *Mna kasi.*
10. *Wana njaa.*
11. *Tuna shida.*
12. *Mna haraka.*

B. Change the sentences above using the prefix *ha-* to show that something is <u>not</u> possessed.

Example: *Tuna furaha.* → *Hatuna furaha.*

C. Join the following sentences using *na*.

Example: *Ninapika. Unakula.* → *Ninapika na unakula.*

1. *Unacheka. Analia.*
2. *Anapika. Tunakula.*
3. *Alipata kitabu. Tulisoma.*
4. *Nilinunua kikapu. Alinunua mkeka.*
5. *Walikuja nyumbani. Tulikwenda shuleni.*
6. *Nina kiu. Una njaa.*
7. *Ana pesa. Nina shida.*
8. *Nina haraka. Umechelewa.*
9. *Nina husuni. Wana furaha.*
10. *Tunasimama. Wanakaa.*

D. Change the following sentences by using *-ka-* instead of *na* + *-li-* verb constructions.

Example: *Niliamka na nilivaa nguo.*
→ *Niliamka nikavaa nguo.*

1. *Niliamka na nilioga na nilitoka nyumbani.*
2. *Ulikuja na ulikula chakula.*
3. *Walipika chakula na walikaa na walikula.*
4. *Tuliamka na tulioga na tulikula chakula.*
5. *Alipika chakula na alikula.*
6. *Mlinunua kitabu na mlirudi nyumbani na mlisoma.*
7. *Ulinunua kitabu na ulisoma nyumbani.*
8. *Tuliamka na tulikula chakula na tulitoka.*
9. *Mlikwenda shuleni na mlisoma.*
10. *Alinunua nguo na alivaa na alikwenda shuleni.*

A. Form a description of a sequence of events using *-ka-* and the following verb roots.

Example: *-pika, -kaa, -la* → *Ulipika chakula, ukakaa, ukala.*

1. *-pika, -la, -shiba*
2. *-nunua, -kaa, -soma*
3. *-rudi, -pika, -la*
4. *-amka, -oga, -vaa*
5. *-enda, -kaa, -soma*
6. *-toka, -enda, -rudi*
7. *-amka, -oga, -la*
8. *-nunua, -rudi, -pika*
9. *-toka, -nunua, -soma*
10. *-rudi, -kaa, -soma*

B. Translate.

1. I am happy and you are sad.
2. We are late and they are in a hurry.
3. I woke up, and got dressed, and went to school.
4. You all are hungry and we are thirsty.
5. They are not in a hurry.
6. You bought a book, and went to school, and read.
7. He has work and money.
8. She is going to school and they are late.
9. I went to school, and I studied and I returned home.
10. You all cooked food, ate and became full (sated).
11. He has a basket and food.
12. They bought a book, a basket, and clothes.
13. You came to school, and read a book.
14. She bought clothes, and got dressed, and went home.
15. I am cooking and you are eating.

TIME PREFIX *-TA-* FOR THE FUTURE
QUESTION PARTICLE *JE?*
QUESTION WORDS

Lesson 6

1. The time prefix *-ta-* is used to describe events which are going to happen in the future and, like *-li-* it is used to describe both states and acts.*

Nitasoma 'I will sing'

Nitafurahi 'I will be happy'

The following diagram summarizes what we have learned so far about how different time prefixes are used:

TIME:	PAST	PRESENT		FUTURE
	-li- 'state/act'	*-na-*	'act'	*-ta-* 'state/act'
		-me-	'state'	

*The use of *-ta-* for describing events in the future is discussed here. The use of *-ta-* for describing in the past is discussed in 27,1.

Vocabulary

kesho	'tomorrow'
kesho kutwa	'day after tomorrow'

A. Change to the future.

Examples: *Niliseoma jana.* → *Nitaseoma kesho.*
Nilikuja jusi. → *Nitakuja kesho kutwa.*

1. *Tulikwenda jana.*
2. *Walij'urahi sana jusi.*
3. *Anapenda kuja nyumbani.*
4. *Unaseoma Kiswahili kila siku.*
5. *Tulinunua vikapu jusi.*
6. *Walichelewa kufika nyumbani jana.*
7. *Walikuja shuleni kuseoma vitabu jusi.*
8. *Walitaka kwenda jana.*
9. *Tunaimba kila siku.*
10. *Unamwona kila siku.*
11. *Nilikuambia kuseoma jana.*
12. *Walimwita jusi.*
13. *Tuliwanona nyumbani jana.*
14. *Anapenda kumwona kila siku.*
15. *Alitaka kukuambia habari jusi.*

B. Substitute time expressions (and change time prefixes where necessary).

Example: *Tulikwenda nyumbani jana (kesho)*
→ *Tutakwenda nyumbani kesho.*

Basic Construction: *Tulikuja shuleni kuseoma jana.*

1. *kesho*	6. *jusi*	11. *leo*
2. *kesho kutwa*	7. *kesho*	12. *kesho*
3. *leo*	8. *sasa*	13. *jana*
4. *jana*	9. *jana*	14. *sasa*
5. *sasa*	10. *kesho kutwa*	15. *kesho*

Basic Construction: *Wamefurahi sasa.*

1. *kesho*	6. *jusi*	11. *sasa*
2. *jusi*	7. *kesho*	12. *jana*
3. *sasa*	8. *sasa*	13. *jusi*
4. *kesho kutwa*	9. *kesho kutwa*	14. *kesho*
5. *sasa*	10. *jusi*	15. *sasa*

2. The particle *je?* in Swahili is used to ask a question in two ways. It can be used at the beginning of a sentence to indicate that a question is following:

Je, unakwenda wapi? 'Where are you going'

Je, unataka chakula? 'Do you want food?'

Secondly, it can be used as a suffix attached to a verb construction. When used this way, it translates as 'how' in English.

*Ulikwendaje?** 'How did you go?'

One way to reply to questions with *-je* (suffix) is to use the word *kwa* and then name the method used:

Ulikwendaje? 'How did you go?'

Nilikwenda kwa basi. 'I went by bus'

*Notice that *je?* as a suffix changes the stress of the verb construction to which it is attached. Recall that stress is always on the second-to-last syllable in Swahili; hence, since *je?* is an additional syllable, the stress on the whole verb construction shifts.

Vocabulary

-fanya	'do	*basi*	'bus'	*kwa basi*	'by bus'
kasi	work'	*gari*	'car'	*kwa gari*	'by car'
		miguu	'feet'	*kwa miguu*	'on foot'
		ndege	'airplane'	*kwa ndege*	'by air'

A. Chain drill: Answer the question and then ask the next student a question based on your answer. Preface your question with *je?*

Example: *Je, ulikuja jana?* → *La, nilikuja leo.*
Je, ulikuja leo? → *Ndiyo, nilikuja leo.*
Je, ulikuja leo? → *La, nilikuja jana.*

1. *Je, ulikwenda sokoni jana?*
2. *Je, ulikuja Tanzania kufanya kasi?*
3. *Je, unataka kwenda shuleni?*

B. Add *-je* to the following verb constructions to form a question.

Example: *Ulikwenda?* → *Ulikwendaje?*

1. *Ulikuja?*
2. *Ulifika?*
3. *Ulikwenda?*
4. *Alifika?*
5. *Walikwenda?*
6. *Mlikuja?*
7. *Walikuja?*
8. *Mlifika?*
9. *Alikwenda?*

C. Answer the questions using *kwa.*

Example: *Ulikujaje?* → *Nilikuja kwa miguu.*

1. *Ulifikaje?*
2. *Ulikwendaje?*
3. *Walifikaje?*
4. *Walikwendaje?*
5. *Alikujaje?*
6. *Mlifikaje?*
7. *Mlikujaje?*
8. *Alifikaje?*
9. *Mlikwendaje?*

D. Chain drill: Answer the question using *kwa* and then ask the next student a question using *-je.*

Example: *Je, ulikwendaje?* → *Nilikwenda kwa basi.*
Je, ulikujaje? → *Nilikuja kwa gari.*

1. *Je, ulikujaje?*

3. There are six question words in Swahili which do not vary in form. They are:

lini?	'when?'	*nani?*	'who?'	*nini?*	'what?'
wapi?	'where?'	*mbona?*	'why?'	*gani?*	'what kind?'

3.1 *Lini* and *wapi* usually occur at the end of a sentence:

Ulikuja lini? 'When did you come?'
Ulikwenda wapi? 'Where did you go?'

3.2 *Nani* precedes a verb construction if the identity of the subject concord is questioned; note that the concord for 'he/she' is used with *nani*:

Nani alikwenda? 'Who went?'

Nani follows the verb construction if the identity of the object concord is questioned; again note that the object concord for 'him/her' is used with *nani*:

Ulimwona nani? 'Who(m) did you see?'

3.3 *Nini* is used to ask about events and things, if the thing itself is not mentioned:

Unafanya nini? 'What are you doing?'
Unanunua nini? 'What did you buy?'

3.4 *Gani* is used to ask about things when the thing itself is mentioned. It translates as 'what kind of' in English:

Ulinunua kitabu gani? 'What kind of book did you buy?'

3.5 *Mbona* is used to ask 'why' when a speaker is surprised about the situation being questioned, i.e. it wasn't expected. Thus it translates more appropriately in English with the expression 'how come':

Mbona ulikuja Tanzania? 'How come you came to Tanzania?!'

3.6 *Nini* is used with the particle *kwa* 'for' (21.3) when a speaker simply wishes to request information, i.e. when there is no surprise.

Kwa nini ulikuja Tanzania? 'Why did you come to Tanzania?'

A. Form a question using the question word given.

Example: *Ulisoma. (lina)* → *Ulisoma lini?*

1. *Ulikwenda (wapi)*
2. *Ulirudi (lini)*
3. *Ulikuja (mbona)*
4. *Alitoka (lini)*
5. *Walikwenda (mbona)*
6. *Mlitoka (lini)*
7. *Mlikwenda (wapi)*
8. *Ulitoka (lini)*
9. *Walirudi (mbona)*
10. *Mlikwenda (wapi)*

B. Form a question using *nani*; remember to use the concords for 'he/she' with *nani*. First do the drill asking for the identity of the subject concord. Then do it asking for the identity of the object concord, if present.

Examples: 1. *Aliniita.* → *Nani aliniita?*
2. *Ulimwita.* → *Ulimwita nani?*

1. *Mlimwona.*
2. *Ulimwambia.*
3. *Alikuja.*
4. *Walifika.*
5. *Mliwaona.*
6. *Mliwaita.*
7. *Ulimtaka.*
8. *Tuliwaambia.*
9. *Mlimwita.*
10. *Walirudi.*

C. Form a question using *nini*; remember to change the subject concord if necessary to sound natural.

Examples: 1. *Nilitaka kikapu.* → *Ulitaka nini?*
2. *Nilikwenda* → *Ulifanya nini?*

1. *Tulikwenda shuleni.*
2. *Nilitaka kitabu.*
3. *Ninapenda chakula.*
4. *Nilipata mfuko.*
5. *Walikwenda nyumbani.*
6. *Alitoka nyumbani.*
7. *Alitaka kazi.*
8. *Anafanya kazi.*
9. *Mlikwenda shuleni.*
10. *Mnapenda kusoma.*

D. Form a question using *gani*.

Example: *Ninataka kikapu.* → *Unataka kikapu gani?*

1. *Anataka kitabu.*
2. *Wananunua chakula.*
3. *Walipata mfuko.*
4. *Tulipata mipira.*
5. *Alitaka kiti.*
6. *Walipenda chakula.*
7. *Mnataka kikombe.*
8. *Mlipenda mikeka.*
9. *Tulinunua kikapu.*
10. *Alipata mpira.*

A. Listen to the sentence and answer the question following.

Example: *Nilikwenda sokoni kununua kikapu jana.*
a. *Nani alikwenda?* → *Wewe ulikwenda.*
b. *Nilikwenda wapi?* → *Ulikwenda sokoni.*
c. *Nilikwenda lini?* → *Ulikwenda jana.*
d. *Nilifanya nini?* → *Ulinunua kikapu.*

1. *Walikuja nyumbani kupika chakula juzi.*
   a. *Nani alikuja?*
   b. *Walikuja wapi?*
   c. *Walikuja lini?*
   d. *Walikuja kufanya nini?*

2. *Mlikwenda sokoni kununua chakula jana.*
   a. *Nani alikwenda?*
   b. *Mlikwenda wapi?*
   c. *Mlikwenda lini?*
   d. *Mlikwenda kufanya nini?*

3. *Tunakwenda shuleni kusoma Kiswahili kila siku.*
   a. *Nani anakwenda?*
   b. *Tunakwenda wapi?*
   c. *Tunakwenda lini?*
   d. *Tunakwenda kufanya nini?*

4. *Unarudi nyumbani kuvaa nguo safi.*
   a. *Nani alirudi?*
   b. *Ulirudi wapi?*
   c. *Ulirudi lini?*
   d. *Ulirudi kufanya nini?*

5. *Tunapenda kwenda shuleni kusoma Kiswahili kila siku.*
   a. *Nani anapenda kwenda shuleni?*
   b. *Tunapenda kwenda wapi?*
   c. *Tunapenda kwenda lini?*
   d. *Tunapenda kufanya nini?*
   e. *Tunapenda nini?*

6. *Nilikwenda shuleni kwa miguu jana.*
   a. *Nani alikwenda?*
   b. *Nilikwenda wapi?*
   c. *Nilikwenda lini?*
   d. *Nilikwendaje?*

A. Write questions about the following sentences.

1. *Tutasoma Kiswahili shuleni kila siku.*
2. *Ninapenda kwenda sokoni kununua chakula kila siku.*
3. *Atakwenda nyumbani kuvaa nguo kesho.*
4. *Walifika shuleni kusoma Kiswahili juzi.*
5. *Tulikuja Tanzania kufanya kazi kila siku.*
6. *Unataka kununua kiti sokoni leo?*
7. *Watarudi nyumbani kuvaa nguo kesho.*
8. *Alitaka kwenda sokoni kununua mfuko juzi.*
9. *Anapenda kuja nyumbani kula chakula chetu.*
10. *Wanapenda kwenda sokoni kununua chakula chao.*

B. Form questions.

1. *Wa-/-penda/-nunua/lini?*
2. *Wa-/-furahi/leo/nini?*
3. *U-/-taka/gani?*
4. *A-/-enda/-vaa/nini?*
5. *Ni-/-enda/wapi?*
6. *Tu-/-nunua/wapi?*
7. *M-/-penda/-ja/nini?*
8. *M-/-rudi/-pika/wapi?*
9. *A-/-taka/-enda/nini?*
10. *U-/-penda/gani?*

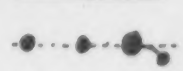
C. Translate.

1. Where are you going to learn Swahili?
2. How are you going to school?
3. Why did you come to Tanzania?
4. What kind of clothes do you like?
5. What kind of food do you eat?
6. Where do you go every day?
7. Who is coming today?
8. Whom did you see at the market yesterday?
9. Whom did you send to the market?
10. When are you going to come home?
11. When did you buy food at the market?
12. Why did you come to Tanzania to work?
13. What did you do yesterday?
14. What did you buy at the market the day before yesterday?
15. Are you happy?
16. Do you like to study Swahili?
17. Are you tired now?
18. Do you want to go home?

INTONATION QUESTIONS
NEGATIVE PREFIX *HA-*
NEGATIVE FUTURE WITH *-TA-*
NEGATIVE PAST WITH *-KU-*
NEGATIVE PRESENT WITH *-I*

Lesson 7

1. Any statement in Swahili can be made into a question simply by changing the tone of your voice at the end of the sentence. The following diagram shows question intonation, as opposed to statement intonation:

	Question	Statement
VOICE:		
Swahili:	*u na soma?*	*ni na soma*
English:	Are you reading?	I am reading.

Vocabulary

La	'no'	*Ndiyo*	'yes'
Hapana	'no'		

A. Change into questions.

Example: *Ninasoma Kiswahili* → *Unasoma Kiswahili?*

1. *Ninajifunza Kiswahili.*
2. *Tunakwenda shuleni kila siku.*
3. *Tumefurahi kujifunza Kiswahili.*
4. *Ninapenda kuimba.*
5. *Wanataka kwenda sokoni.*
6. *Tunataka kurudi nyumbani.*
7. *Anapenda kuimba kila siku.*
8. *Nimechoka kusoma Kiswahili.*
9. *Tulifanya kazi.*
10. *Tulipika chakula.*

B. Answer the following questions.

Examples: *Ulisoma jana?* → *La, niliimba.* OR
→ *Ndiyo, nilisoma.*

1. *Unapenda kusoma Kiswahili?*
2. *Umechoka kujifunza Kiswahili?*
3. *Unataka kurudi nyumbani sasa?*
4. *Unataka kukaa shuleni kila siku?*
5. *Umefurahi kujifunza Kiswahili?*
6. *Unapenda kuimba.*
7. *Ulikuja kula chakula?*
8. *Ulikwenda kumwambia habari?*
9. *Ulipika jana?*
10. *Ulikwenda nyumbani?*

C. Chain drill: Answer the question then ask the next student a question based upon your answer.

Example: *Unapenda kusoma Kiswahili?* → (next student)
Ndiyo, ninapenda kusoma Kiswahili.
Unapenda kusoma Kiswahili? → (next student)
La, ninapenda kuimba.

1. *Ulikuja kujifunza Kiswahili?*
2. *Unataka kwenda nyumbani sasa?*

2. Verb constructions describing events which actually occur, or are supposed to occur, are called affirmative constructions. Verb constructions which describe events which do not occur, or are not supposed to occur, are called negative constructions. In Swahili, all negative verb constructions have a negative prefix attached in front of the subject concord. This prefix was discussed briefly in 5.2. In addition, certain other affixes are attached, depending upon the time reference. In the future, the negative is formed simply by attaching the negative prefix onto an affirmative future construction, as shown below.

The basic form of the negative prefix in Swahili is *ha-*, but in combination with certain subject concords this basic form changes as described in 5.2.

3. Negative future constructions are formed by attaching the *ha-* prefix to an affirmative future verb construction as shown below. The changes in the basic prefix form are also outlined below.

3.1 When the subject concord refers to 'you (singular)' and 'he/she' the negative prefix is *h-* instead of *ha-*:

hutasoma 'You will not read.'

hatasoma 'He/She will not read.'

3.2 When the subject concord refers to 'I' a new prefix is attached in place of both the negative prefix *ha-* and the affirmative subject concord *ni-*:

si + ta + soma = sitasoma 'I will not read.'

With all other subject concords, the negative prefix remains *ha-*. For example:

ha + tu, *ha + m*, *ha + wa* + *ta + soma* = *hatutasoma* 'We will not read'; *hamtasoma* 'You all will not read'; *hawatasoma* 'They will not read'

A. Respond with the negative.

Example: *Nitasoma.* → *Sitasoma.*

1. *Utaimba.*
2. *Mtakwenda.*
3. *Watachoka.*
4. *Mtafika.*
5. *Atafurahi.*
6. *Tutapika.*
7. *Utatoka.*
8. *Atachelewa.*
9. *Mtakimbia.*
10. *Nitalia.*
11. *Utacheka.*
12. *Mtakaa.*
13. *Nitafurahi.*
14. *Utaandika.*
15. *Atakwenda.*

B. Substitute subject concords (and change the form of *ha-* if necessary).

Example: *Sitakuja kesho. (U-)* → *Hutakuja kesho.*

Basic Construction: *Hawatafika shuleni kesho.*

1. *M-*
2. *A-*
3. *Wa-*
4. *Tu-*
5. *Tu-*
6. *Wa-*
7. *A-*
8. *Ni-*
9. *Wa-*
10. *A-*
11. *Ni-*
12. *U-*
13. *Wa-*
14. *Ni-*
15. *U-*
16. *A-*

Basic Construction: *Hutataka kwenda sokoni kesho kutwa.*

1. *M-*
2. *A-*
3. *Ni-*
4. *Wa-*
5. *A-*
6. *U-*
7. *Ni-*
8. *M-*
9. *Wa-*
10. *U-*
11. *Ni-*
12. *M-*
13. *Wa-*
14. *U-*
15. *Ni-*
16. *A-*

C. Change to affirmative.

Example: *Hatutafika.* → *Tutafika.*

1. *Sitakwenda.*
2. *Hutakuja.*
3. *Hawatakwenda.*
4. *Hamtapika.*
5. *Hutarudi.*
6. *Sitafurahi.*
7. *Hutachelewa.*
8. *Hatacheka.*
9. *Sitashiba.*
10. *Hatutakula.*

3. To form negative past verb constructions, it is necessary to attach the negative prefix as described in 7,2 and to add the prefix *ku-* in place of a time prefix:

si-	+ *ku* + *soma* =	*Sikusoma.*	'I didn't read'
hu-		*Hukusoma.*	'You didn't read'
ha-		*Hakusoma.*	'He/she didn't read'
hatu-		*Hatukusoma.*	'We didn't read'
ham-		*Hamkusoma.*	'You all didn't read'
hawa-		*Hawakusoma.*	'They didn't read'

Monosyllabic verb roots do not retain their *ku-* prefix in the negative, i.e. only one *ku-* appears:

Sikuja 'I didn't come'

4. To form negative present verb constructions, it is necessary to attach the negative prefix and replace the final vowel *-a* of the verb root with *-i*.* Notice that the time prefix *-na-* does not appear.

si-	+ no prefix + *soma* =	*Sisomi.*	'I don't read'
hu-		*Husomi.*	'You don't read'
ha-		*Hasomi.*	'He/she doesn't read'
hatu-		*Hatusomi.*	'We don't read'
ham-		*Hamsomi.*	'You all don't read'
hawa-		*Hawasomi.*	'They don't read'

Monosyllabic verb roots do not retain the *ku-* prefix in the negative present:

siji. 'I don't come'
'I'm not coming'

*The final vowel of roots which do not end in *-a* do not change to *-i*. For example:

-fahamu 'understand' → *Sifahamu.* 'I don't understand'

Vocabulary

-*jua*	'know something'
-*fahamu*	'understand something, know someone'
-*saidia*	'help, aid, assist'

A. Respond with the negative (past).

Example: *Nilifahamu.* → *Sikufahamu.*

1. *Nilifika.*
2. *Ulikuja.*
3. *Walikimbia.*
4. *Tulikwenda.*
5. *Walicheka.*
6. *Tulisoma.*
7. *Tulifurhai.*
8. *Mlipika.*
9. *Alikula.*
10. *Niliimba.*
11. *Alichoka.*
12. *Nilishiba.*
13. *Tulifika.*
14. *Alikula.*
15. *Ulikuja.*

B. Respond with the negative (past).

Example: *Nilimsaidia.* → *Sikumsaidia.*

1. *Walituona.*
2. *Alimwambia.*
3. *Tuliwasaidia.*
4. *Uliniita.*
5. *Waliniona.*
6. *Mlituona.*
7. *Ulinifahamu.*
8. *Mlitusaidia.*
9. *Aliniona.*
10. *Nilikusahamu.*

C. Respond with the negative (present):

Example: *Ninacheka.* → *Sicheki.*

1. *Unakimbia.*
2. *Tunaimba.*
3. *Wanasoma.*
4. *Anakaa.*
5. *Ninapika.*
6. *Tunasoma.*
7. *Anajua.*
8. *Ninafahamu.*
9. *Wanakuja.*
10. *Anakula.*
11. *Anakwenda.*
12. *Tunapika.*
13. *Mnakaa.*
14. *Mnatoka.*
15. *Wanakula.*

D. Respond with the negative (present):

Example: *Ninakuona.* → *Sikuoni.*

1. *Ninakupenda.*
2. *Ananiita.*
3. *Wananisaidia.*
4. *Unanifahamu.*
5. *Ninamfahamu.*
6. *Ninakuona.*
7. *Wananiambia.*
8. *Ananipenda.*
9. *Tunakuita.*
10. *Wanawaambia.*

A. Respond with the negative.

Examples: *Nitakuona kesho.* → *Sitakuona kesho.*
Nilipika jana. → *Sikupika jana.*
Ninacheka sasa. → *Sicheki sasa.*

1. *Nitakimbia kesho.*
2. *Watacheka kesho.*
3. *Mlifika jana.*
4. *Alikwenda jana.*
5. *Tulipika juzi.*
6. *Atafurahi kesho.*
7. *Watafika kesho kutwa.*
8. *Ninaimba sasa.*
9. *Nilikimbia jana.*
10. *Ninafahamu sasa.*
11. *Atapika kesho kutwa.*
12. *Watakuja kesho.*
13. *Tulikula jana.*
14. *Alikimbia jana.*
15. *Ulikuja juzi.*
16. *Tulikuona jana.*
17. *Waliniambia juzi.*
18. *Mnanitta sasa.*
19. *Wanatufahamu sasa.*
20. *Tulikuona jana.*
21. *Watakuita kesho kutwa.*
22. *Atakuona kesho.*
23. *Nilikuambia juzi.*
24. *Mlimwona jana.*
25. *Atakuambia kesho.*
26. *Watakuita kesho.*
27. *Utafahamu kesho.*
28. *Atamfahamu.*
29. *Tulikuambia jana.*
30. *Ninakuona sasa.*

B. Respond with the affirmative:

Examples: *Sitakwenda kesho.* → *Nitakwenda kesho.*
Sipendi kusoma. → *Ninapenda kusoma.*
Sikujua habari. → *Nilijua habari.*

1. *Hatukufika jana.*
2. *Hawakuja juzi.*
3. *Sisomi sasa.*
4. *Huchoki.*
5. *Hukufahamu jana.*
6. *Hakupika juzi.*
7. *Hatakuja kesho.*
8. *Sitafika kesho kutwa.*
9. *Hawakujua habari.*
10. *Hakutaka kuja.*
11. *Hamtakimbia kesho.*
12. *Hatutachelewa kesho.*
13. *Hamtafahamu.*
14. *Hutarudi kesho kutwa.*
15. *Haji sasa.*
16. *Hatuli sasa.*
17. *Hawaendi.*
18. *Sichoki.*
19. *Hukufika juzi.*
20. *Hatukukuona jana.*
21. *Hutamwambia kesho.*
22. *Hatafahamu.*
23. *Hawatakuambia.*
24. *Sikukuambia juzi.*
25. *Hatutakuona kesho.*
26. *Hamtakuambia kesho.*
27. *Sikuoni.*
28. *Simfahamu.*
29. *Hawakuambii.*
30. *Hatuwaiti.*
31. *Huli.*
32. *Hawaji.*
33. *Hafiki.*
34. *Hatukukuambia.*
35. *Hawakukutaka.*
36. *Sitakufahamu.*
37. *Hawakuwaita.*
38. *Huniambii.*
39. *Hanifahamu.*
40. *Sicheki.*

A. Translate.

1. He isn't reading today.
2. They aren't coming now.
3. I didn't see you yesterday.
4. We didn't understand him.
5. We won't go to school tomorrow.
6. I won't study Swahili tomorrow.
7. I don't like Swahili.
8. I wasn't tired yesterday.
9. You won't come home tomorrow.
10. She didn't arrive the day before yesterday.
11. They didn't see me yesterday.
12. We aren't eating now.
13. We don't eat every day.
14. He isn't running.
15. He doesn't run every day.
16. I'm not happy.
17. You all aren't tired.
18. You all aren't studying.
19. They don't study every day.
20. I don't understand Swhaili.
21. They don't know Swahili.
22. They don't understand us.
23. I don't know Swahili.
24. I don't want to learn Swahili.
25. You all didn't want to come home yesterday.
26. They didn't run the day before yesterday.
27. I won't come the day after tomorrow.
28. You won't be happy the day after tomorrow.
29. She doesn't like to cook.
30. He won't see me tomorrow.
31. They didn't leave yesterday.
32. You all weren't happy the day before yesterday.
33. They don't like to cry.
34. We won't know tomorrow.
35. We didn't go by foot.
36. They didn't understand me.
37. I don't like them.
38. They don't want to see you all.
39. You all won't want to go.
40. I'm not tired.
41. They are not crying.
42. We didn't tell him yesterday.
43. You all won't tell me tomorrow.
44. I'm not eating.
45. He's not coming.

TIME PREFIX -*ME*- FOR ACTS IN THE PRESENT
M-/WA- NOUN CLASS
M-/MI- NOUN CLASS

Lesson 8

1. In addition to using the time prefix -*me*- for describing states in the present (3,2), -*me*- is also used to describe acts which have occurred in the past when their effects are still being felt in the present. In this instance, -*me*- constructions translate with English constructions formed with the verb 'have'. Also, since -*me*- is used in these situations to describe events which occurred in the past but which are somehow important to the present, -*me*- constructions often translate with the word 'already' in English. So for example, two interpretations are possible for -*me*- below:

Je, umekula?	'Have you eaten (already)?'
Ndiyo nimekula.	'Yes I've eaten (so I'm not hungry now).' 'Yes I've eaten already (so I don't need to eat now).'

The fact that -*me*- implies the present importance of a past event while -*li*- does not can be seen by comparing the situations in which they are used:

-*ME*-	-*LI*-
Nimefika mapema kukusaidia.	*Nilifika mapema halafu nikatoka tena.*
'I have arrived early to help you.'	'I arrived early and then I left again.'
Ninatoka sasa kwa sababu nimekula.	*Nilikula halafu nikatoka.*
'I am leaving now because I have already eaten.'	'I ate and then I left.'

-*Me*- is used to describe states in the present. The states may be states of being, such as being happy or being tired, (cf. 3,2); or they may be states which have resulted from the occurrence of some act, such as having eaten, or having arrived early.

Vocabulary

habari	'news'	*kwa sababu*	'because'
-sema	'say, speak'	*Kiswahili*	'Swahili language'

A. Substitute.

Example: *Nimekuja kulala. (-pika chakula)*
→ *Nimekuja kupika chakula.*

Basic Construction: *Nimerudi nyumbani kulala.*

1. *-pumzika*
2. *-sema Kiswahili*
3. *-pika chakula*
4. *-fanya kazi*
5. *-oga*
6. *-vaa nguo*
7. *-la chakula*
8. *-soma*

Basic Construction: *Amekwenda kukuona.*

1. *-saidia*
2. *-ita*
3. *-ambia habari*
4. *-tuma*
5. *-leta*
6. *-ona*
7. *-saidia*
8. *-ita*

B. Combine sentences using *kwa sababu* 'because'.

Examples: *Nimekuja. Ninataka kupumzika.*
→ *Nimekuja kwa sababu ninataka kupumzika.*

1. *Nimekwenda. Ninataka kuzungumza nao.*
2. *Amekuja. Anataka kukuita.*
3. *Amefika. Anataka kununua chakula.*
4. *Umerudi nyumbani. Unataka kusoma na kupumzika.*
5. *Wametoka. Wanataka kwenda shuleni.*
6. *Tumekaa. Tunataka kulala.*
7. *Tumekuja. Tunataka kukuona.*
8. *Wamekwenda. Wanataka kununua nguo.*
9. *Wamepika. Ninataka kula sasa.*
10. *Amefika. Ninataka kuzungumza naye.*

C. Translate the sentences above into English after you have combined them.

2. *M-/Wa-* Noun Class. All nouns in this class refer to human beings except two (*mdudu* 'insect' and *mnyama* 'animal'). They have the singular prefix *m-* and the plural prefix *wa-:*

mtu	'person'	*watu*	'people'
mtoto	'child'	*watoto*	'children'
mzee	'elder'	*wazee*	'elders'

When the (noun) root to which the singular and plural prefixes are attached begins with a vowel, the prefixes change slightly. The singular prefix is *mw-* instead of *m-* before a vowel, unless the vowel is *u*, in which case it remains *m-:*

m	+ *ana*	=	*mwana*	'child'
m	+ *ivi*	=	*mwivi*	'thief'
m	+ *ume*	=	*mume*	'husband'

The plural prefix is *w-* instead of *wa-* before the vowel *a* or *e*; before *i*, the prefix vowel a combines with *i* to form the vowel *e*; the prefix remains *wa-* before *o* and *u*:

wa	+ *ana*	=	*wana*	'children'
wa	+ *ivi*	=	*wevi*	'thieves'
wa	+ *ume*	=	*waume*	'husbands'

2.1 There are two nouns in this class which appear to pluralize differently. Actually, they are nouns composed of two smaller nouns, each of which have a plural form:

mwanamke	*(mwana + mke)*	*wanawake*	*(wana + wake)*
'woman'	'child'+'female'	'women'	children + females
mwanamume	*(mwana + mume)*	*wanaume*	*(wana + ume)*
'man'	'male'	'men'	

2.2 The concord *w-* is used on the particle *-a* for both singular and plural nouns in the *m-/wa-* noun class.

mtoto wangu	*watoto wangu*
'my child'	'my children'

Vocabulary

mtu	'person'	*mvulana*	'young man'
mtoto	'child'	*msichana*	'young woman'
mzee	'elder'	*mwanamke*	'woman'
mwivi	'theif'	*mwanamume*	'man'
mwana	'child'	*mkurugenzi*	'director'
mume	'husband'	*mwalimu*	'teacher'
mke	'wife'	*mwanafunzi*	'student'

A. Respond with the plural.

Example: *Mtoto* → *Watoto*

1. *Msichana*
2. *Mvulana*
3. *Mtu*
4. *Mtoto*
5. *Mzee*
6. *Mume*
7. *Mwivi*
8. *Mke*
9. *Mwana*
10. *Mwanamume*
11. *Mwanamke*
12. *Mvulana*
13. *Mwalimu*
14. *Mkurugenzi*
15. *Mwanafunzi*

B. Respond with the singular.

Example: *Watoto* → *Mtoto*

1. *Wavulana*
2. *Wanawake*
3. *Wanaume*
4. *Wana*
5. *Wakurugenzi*
6. *Walimu*
7. *Wanafunzi*
8. *Wanawake*
9. *Watoto*
10. *Wanaume*
11. *Wake*
12. *Waume*
13. *Wasichana*
14. *Wevi*
15. *Wazee*

C. Pluralize the following sentences.

Example: *Msichana anaimba.* → *Wasichana wanaimba.*

1. *Mtoto analia.*
2. *Mtu anakuja.*
3. *Mwalimu alikwenda shuleni.*
4. *Mwanafunzi anajifunza Kiswahili shuleni.*
5. *Mzee anakaa nyumbani.*
6. *Mzee alikwenda sokoni kununua chakula.*
7. *Mvulana amesoma Kiswahili.*
8. *Msichana amependa kuimba.*
9. *Mkurugenzi amekuja leo asubuhi.*
10. *Mwanamke atakuja kesho kutwa.*
11. *Nilimwona mtoto.*
12. *Alimwambia mkurugenzi habari.*
13. *Utamwona mwanamke kesho.*
14. *Utampa chakula chake.*
15. *Alimleta kitabu chake.*

3. *M-/mi-* Noun Class. Nouns in this class have the singular prefix *m-* and the plural prefix *mi-*. As with nouns in the *m-/wa-* class, the singular prefix changes to *mw-* before all vowels except *u*. The plural prefix, however, always remains *mi-*.

3.1 Although there are many different kinds of nouns in this class, some general categories are distinguishable:

a. Natural phenomena:

mwezi	'moon, month'	*miezi*	'moons, months'
mlima	'mountain'	*milima*	'mountains'
mwitu	'forest'	*mitu*	'forests'

b. Plant names:

mti	'tree'	*miti*	'trees'
mmea	'plant, crop'	*mimea*	'plants, crops'
mwembe	'mango tree'	*miembe*	'mango trees'

c. Body parts:

mguu	'leg, foot'	*miguu*	'legs, feet'
mkono	'arm, hand'	*mikono*	'arms, hands'
moyo	'heart'	*mioyo*	'hearts'

d. Metal objects or tools:

msumeno	'saw'	*misumeno*	'saws'
msumari	'nail'	*misumari*	'nails'
mtambo	'trap with metal spring'	*mitambo*	'traps'

e. Miscellaneous objects:

mlango	'door'	*milango*	'doors'
mji	'town'	*miji*	'towns'
mkeka	'mat'	*mikeka*	'mats'

3.2 THe concord *w-* is used on the particle *-a* for singular nouns in the *m-/mi-* noun class. The concord *y-* is used for plural nouns.

mkono wangu	*mikono yangu*
'my arm'	'my arms'

Vocabulary

mwezi	'month/moon'	*moyo*	'heart'
mwaka	'year'	*moto*	'fire'
mwitu	'forest'	*mlango*	'door'
mwembe	'mango tree'	*mji*	'town'
mmea	'plant'	*mkono*	'hand, arm'
mlima	'mountain'	*mkeka*	'mat'
mfuko	'bag'	*mti*	'tree'

A. Respond with the plural.

Example: *Mwezi* → *Miezi*

1. *Mwaka*
2. *Mwitu*
3. *Mwembe*
4. *Mmea*
5. *Mlima*
6. *Mti*
7. *Mfuko*
8. *Mkeka*
9. *Mkono*
10. *Moyo*
11. *Mlango*
12. *Mlima*
13. *Mji*
14. *Moto*
15. *Mwezi*

B. Respond with the plural.

1. *Mtoto*
2. *Mti*
3. *Mvulana*
4. *Mmea*
5. *Mlima*
6. *Msichana*
7. *Mkeka*
8. *Mkurugenzi*
9. *Mfuko*
10. *Mzee*
11. *Mwana*
12. *Mwivi*
13. *Moto*
14. *Mji*
15. *Mwanamume*
16. *Mwezi*
17. *Mlango*
18. *Mwalimu*
19. *Mwanafunzi*
20. *Mwaka*
21. *Mume*
22. *Mkono*
23. *Mke*
24. *Mwembe*

C. Pluralize all the nouns and concords in the following sentences.

Example: *Mtoto walinunua mfuko.* → *Watoto walinunua mifuko.*

1. *Msichana alinunua mkeka.*
2. *Mwanamume alipata mwembe.*
3. *Mzee alitaka moto.*
4. *Mwalimu aliona mji.*
5. *Mkurugenzi alitaka mwitu.*
6. *Mwanafunzi alitaka mti.*
7. *Mtoto alitaka mfuko.*
8. *Mwivi aliona mwezi.*
9. *Mtu alinunua mwembe.*
10. *Mwana alitaka moto.*

A. Combine the sentences using *kwa sababu* 'because' and 'me' whenever possible.

Examples: *Ninakuja kupika. Unaniita*
→ *Nimekuja kupika kwa sababu umeniita.*
Ninakuja kukusaidia. Una shida.
→ *Nimekuja kukusaidia kwa sababu una shida.*

1. *Anatoka. Ninamtuma.*
2. *Anakuja kupika chakula. Tuna njaa.*
3. *Unarudi. Anakuita.*
4. *Wanakwenda nyumbani. Anawatuma.*
5. *Nilikuja kupika. Ananileta.*
6. *Anapata pesa. Anafanya kazi.*
7. *Tunanunua chakula. Tuna njaa.*
8. *Wanakwenda shuleni. Mwalimu anawaita.*
9. *Mnatoka nyumbani. Ninawatuma.*
10. *Ninakuja kuwasaidia. Wananiita.*

B. Expand the sentences using *na* and the nouns given. Remember to change the verb concords when necessary.

Example: *Msichana amekuja kuniona. (Mvulana)*
→ *Msichana na mvulana wamekuja kuniona.*
Niliona mti. (Mmea) → *Niliona mti na mmea.*

1. *Mkurugenzi amefanya kazi. (Mwalimu)*
2. *Watoto wamenunua mkeka. (Mfuko)*
3. *Mwalimu amesoma kitabu. (Mwanafunzi)*
4. *Tuliona msitu. (Mji)*
5. *Mke amekuja. (Mume)*
6. *Mzee amerudi nyumbani kupika. (Mtoto)*

B. Respond with plural nouns (and concords).

Example: *Mfuko wangu.* → *Mifuko yangu.*

1. *mlango wako*
2. *mkeka wetu*
3. *mtoto wangu*
4. *mkurugenzi wetu*
5. *mwalimu wenu*
6. *mmea wangu*
7. *mwitu wetu*
8. *mwembe wako*
9. *mkono wako*
10. *mzee wangu*
11. *moyo wangu*
12. *mwanafunzi wenu*
13. *mji wenu*
14. *moto wetu*
15. *mlango wake*
16. *mwitu wake*

A. Translate

1. I've come because you called me.
2. I wanted to go to the market today but I didn't go.
3. I got my book, went to school, and learned Swahili.
4. I am happy to know Swahili but I don't like to study.
5. I went home, got dressed, and left again.
6. I don't want to sing at school today.
7. I've already studied Swahili today.
8. They don't want to go to the market today.
9. We didn't see him at school today.
10. They will not tell him the news tomorrow.
11. We didn't tell you the news the day before yesterday.
12. She came home, got dressed, and read a book.
13. They've left because they want to rest.
14. Yesterday morning I came home, sat in a chair, and read.
15. Tomorrow I will send my child to the market to buy food.
16. The day after tomorrow I will call my teacher.
17. We saw your baskets at the market the day before yesterday.
18. We saw your child at school yesterday.
19. You all will not buy food at the market tomorrow.
20. I won't go to school on foot tomorrow.
21. I don't want to go to the market by bus today.
22. I am late now.
23. I was late this morning.
24. She went home, got food, cooked, and ate.
25. He will go to school to learn to write.
26. He's come to cook because I am hungry.
27. Do you want to learn Swahili at school?
28. Do you want to go to the market by car?
29. Did you come to Tanzania by air?
30. Did they wear clothes to school?
31. Did they see the teacher at school?
32. Has he already bought food this morning?
33. Why did you come to school today?
34. Where will you buy food?
35. Who came to school to learn Swahili?
36. Whom did you want to call yesterday?
37. Who has arrived?
38. Who has eaten this morning?
39. Whom did you see at the market yesterday morning?
40. She's gone to buy food because we are hungry.

B. *-Me-* constructions translate in different ways in English. What are the different translations you have noticed?

ADJECTIVES
NUMBERS
INANIMATE VERB CONCORDS *M-/MI-*
OBJECT CONCORDS

Lesson 9

1. There are two different kinds of adjectives in Swahili: (a) those which take concord prefixes and (b) those which do not. Adjectives always follow the nouns which they describe.

(a) Adjectives which do not carry concords are called <u>invariable</u> because they do not vary in form. For example:

tele 'many, plenty' : *watu tele* 'plenty of people'
miti tele 'plenty of trees'

(b) Adjectives which carry concords do vary in form depending upon the concord prefix attached. In most cases, the concord prefixes found on adjectives are the same as noun prefixes. For example:

-kubwa 'big' : *<u>m</u>toto <u>m</u>kubwa* 'big child'
<u>wa</u>toto <u>wa</u>kubwa 'big children'

Adjective roots are, in fact, a type of <u>variable</u> noun root because they can be used alone without a noun to refer to someone (or something) who possesses the quality designated by the root. In this case, they translate with 'one' in English:

<u>m</u>kubwa 'the big one', i.e. 'oldest child/sibling'; 'supervisor at work'; etc.

The adjective concords used for *m-/wa-* and *m-/mi-* nouns are as follows:

<u>M-/Wa-</u>	<u>M-/Mi-</u>
M- (*Mw* + vowel)	*M-* (*Mw* + vowel)
Wa- (*w* + *e* and *a*; *wa* + *i* → *we*)	*Mi-* (*My* + vowel, except *i*)

Vocabulary

tele	'plenty, many'	*-ingi*	'many'
muhimu	'important'	*-chache*	'few'
maalum	'special'	*-kubwa*	'big'
-refu	'long, deep, tall'	*-dogo*	'little'
-fupi	'short, shallow'	*-zuri*	'good, beautiful'
		-baya	'bad, ugly'

A. Add the given adjective and appropriate concord for each noun below.

Example: *Mti (-refu)* → *Mti mrefu.*

1. *Watu* *(tele)*
(-refu)
(-ingi)
(-chache)
(maalum)
(muhimu)

2. *Miti* *(tele)*
(-refu)
(-fupi)
(-chache)
(-zuri)
(-baya)

3. *Mtoto* *(-kubwa)*
(-dogo)
(-refu)
(-fupi)
(-zuri)
(-baya)

5. *Wanafunzi* *(-baya)*
(-zuri)
(-refu)
(-fupi)
(maalum)
(tele)

6. *Milima* *(-kubwa)*
(-dogo)
(-ingi)
(tele)
(-chache)
(-zuri)

7. *Mwanamke* *(-refu)*
(-fupi)
(-zuri)
(-baya)
(-kubwa)
(-dogo)

2. Numbers in Swahili are adjectives. And, like adjectives, there are two types: 1. Invariable and
2. Variable

2.1 The numbers for six, seven, nine, ten and all multiples of ten are invariable in Swahili:

sita	'six'	:	*watoto sita*	'six children'
saba	'seven'	:	*watu saba*	'seven people'
tisa	'nine'	:	*mikeka tisa*	'nine mats'
kumi	'ten'	:	*miti kumi*	'ten trees'

2.2 The numbers for one, two, three, four, five and eight are variable:

-moja	'one'	:	*mtu mmoja*	'one person'
-wili	'two'	:	*watu wawili*	'two people'
-tatu	'three'	:	*mikeka mitatu*	'three mats'
-nne	'four'	:	*miti minne*	'four trees'
-tano	'five'	:	*watoto watano*	'five children'
-nane	'eight'	:	*watoto wanane*	'eight children'

Numbers used to count when no particular noun is being counted are as follows:

1 - *moja*	5 - *tano*	8 - *nane*
2 - *mbili*	6 - *sita*	9 - *tisa*
3 - *tatu*	7 - *saba*	10 - *kumi*
4 - *nne*		

The numbers for multiples of ten are:

20 - *ishirini*	60 - *sitini*	90 - *tisini*
30 - *thelathini*	70 - *sabini*	100 - *mia*
40 - *arobaini*	80 - *themanini*	1000 - *elfu*
50 - *hamsini*		

For counting over ten, the multiple of ten is used followed by the number of ones (joined by *na*). The number of ones must carry appropriate concords if they are variable:

25 mats:	*mikeka ishirini na mitano*
48 people:	*watu arobaini na wanane*
67 trees:	*miti sitini na saba*

2.3 The word *-ngapi*, used to ask 'how many?', is also variable, occurring with the same concords as adjectives:

Mikeka mingapi	'How many mats?'
Watu wangapi	'How many people?'

A. Add the given number and appropriate concord (if necessary) for each noun below:

Example: *Watoto (-nane)* → *Watoto wanane*

1. *Miembe* (*sita*) (*-nne*) (*-tatu*) (*-wili*)
2. *Wanafunzi* (*-tano*) (*saba*) (*-nane*) (*tisa*)
3. *Mikeka* (*-wili*) (*-nne*) (*sita*) (*tisa*)
4. *Watoto* (*-wili*) (*saba*) (*-tatu*) (*-nane*)

B. Translate.

1. Four children
2. Five trees
3. Six mountains
4. Two teachers
5. Nine mats
6. Four students
7. Two balls
8. Six mango trees
9. Nine elders
10. Eight teachers
11. Three women
12. Five men

C. Count in Swahili.

Example: *25* → *Ishirini na tano*

1	*14*	*35*	*48*	*65*	*74*
2	*15*	*36*	*49*	*66*	*75*
3	*20*	*37*	*50*	*67*	*80*
4	*21*	*38*	*51*	*68*	*85*
5	*22*	*39*	*52*	*69*	*86*
10	*23*	*40*	*53*	*70*	*87*
11	*24*	*45*	*54*	*71*	*88*
12	*25*	*46*	*56*	*72*	*89*
13	*30*	*47*	*60*	*73*	*90*

D. Add the given number and concords if necessary.

Example: *Watoto (25)* → *watoto ishirini na watano*

1. *Miti (30)*
2. *Mikeka (14)*
3. *Miembe (67)*
4. *Watoto (18)*
5. *Mipira (83)*
6. *Milango (21)*
7. *Watu (41)*
8. *Miaka (26)*
9. *Mioto (90)*
10. *Miji (18)*
11. *Mimea (19)*
12. *Wazee (54)*
13. *Watu (74)*
14. *Miezi (8)*
15. *Mifuko (21)*

E. Form questions using *-ngapi* 'how many?' and the nouns in Exercise D above.

3. In 2,1 we presented verb concords for referring to people. Verb concords for referring to inanimate objects also exist; they vary for nouns in different classes. The same concord prefix is used for both subject and object concord. The concords for nouns from the *m-/mi-* noun class are given below.

M-/Mi- Verb Prefixes: *u* in the singular
i in the plural

Subject Concord:	*Mti ulianguka.*	'The/A tree fell.'
	Miti ilianguka.	'The trees/Trees fell.'
Object Concord:	*Niliuona mti.*	'I saw the tree.'
	Niliiona miti.	'I saw the trees.'

4. All verb constructions in Swahili must have a subject concord referring to some participant in the event named by the verb root. Object concords, on the other hand, are used only in certain circumstances:

4.1 An object concord may be used when the noun itself is not mentioned. In this instance, it translates with a pronoun in English:

Niliuona 'I saw it' (tree) *niliiona* 'I saw them' (trees)

It need not, however, be used in this situation. You may also just say: *niliona* 'I saw (it/them)'

4.2 An object concord may be used to stress the fact that the identity of the thing is known to the hearer. In this case, it translates as 'the' in English, as in the examples above. It need not be used in this way; recall that the Swahili noun alone may be translated as either 'the' or 'a' (2,3).

4.3 An object concord is usually used when a noun has had special attention focused on it by placing it in front of the verb. Here again it translates with 'it' or 'them':

Mti, niliuona	'The tree, I saw it'
Miti, niliiona	'The trees, I saw them'

Vocabulary

-anguka	'fall'
-pasuka	'be torn'

A. Respond with a verb construction containing an object concord.

Example: *Niliona mti.* → *Niliuona mti.*

1. *Tulitaka miembe.*
2. *Walinunua mikeka.*
3. *Mtanunua mpira.*
4. *Aliona mti mkubwa.*
5. *Niliona mlima mkubwa.*
6. *Atanunua mipira.*
7. *Tulitaka mkeka.*
8. *Unapenda mwembe.*
9. *Unapenda milima.*
10. *Wamependa mfuko wako.*

B. Form sentences.

Example: *mti/-anguka* → *Mti ulianguka.*

1. *Mkeka/-pasuka*
2. *Mwembe/-anguka*
3. *Mfuko/-pasuka*
4. *Mikeka/-pasuka*
5. *Mpira/-anguka*
6. *Miembe/-anguka*
7. *Mifuko/-pasuka*
8. *Mipira/-anguka*
9. *Mmea/-anguka*
10. *Mlango/-anguka*

C. Respond with plural nouns (and concords).

Example: *Mti ulianguka* → *Miti ilianguka.*

1. *Mlango wako ulianguka.*
2. *Mwembe wetu ulianguka.*
3. *Mfuko wangu unapasuka.*
4. *Mpira wako umeanguka.*
5. *Mfuko wako umepasuka.*
6. *Mkeka wetu utapasuka.*
7. *Mti wenu utaanguka.*
8. *Mmea wangu unaanguka.*

D. Replace the noun with a concord.

Example: *Niliona miti.* → *Niliiona.*

1. *Niliona mti.*
2. *Watanunua mifuko.*
3. *Mlitaka mkeka.*
4. *Tulipata mlango.*
5. *Walipenda mji.*
6. *Alitaka mipira.*
7. *Tuliona milima.*
8. *Walinunua mikeka.*
9. *Alipata mwembe.*
10. *Tunapenda miembe.*

A. Respond with the plural.

Examples: *Mtoto mzuri* → *Watoto wazuri*
Mwezi mmoja → *Miezi mingi*

1. *Mzee mrefu*
2. *Mwivi mbaya*
3. *Mwaka mmoja*
4. *Mwembe mfupi*
5. *Mkeka mzuri*
6. *Mlima mkubwa*
7. *Mwalimu mbaya*
8. *Mkurugenzi mmoja*
9. *Mvulana mfupi*
10. *Mlango mrefu*

B. Translate.

1. 4 young women
2. 6 young men
3. 2 mango trees
4. 5 people
5. 8 trees
6. 9 years
7. 10 elders
8. 1 fire
9. 3 mats
10. 4 towns
11. 4 hearts
12. 5 mountains
13. 3 plants
14. 2 months
15. 1 moon

C. Translate.

1. 15 people
2. 24 trees
3. 36 bags
4. 42 young women
5. 67 young men
6. 22 elders
7. 14 mats
8. 19 plants
9. 81 years
10. 20 arms
11. 12 hands
12. 48 children
13. 72 months
14. 18 doors
15. 36 fires

D. Replace nouns with verb concords.

Example: *Niliona mti* → *Niliuona.*

1. *Nilitaka miembe.*
2. *Atanunua mkeka.*
3. *Tulipata mifuko.*
4. *Walipenda mwembe.*
5. *Mlitaka mlango.*
6. *Walipata mimea.*
7. *Tuliona milima.*
8. *Nilileta mikeka.*
9. *Mtaona mioto.*
10. *Amependa mfuko.*

E. Replace nouns with numbers, or quantities.

Example: *Nilitaka miembe mitano.* → *Nilitaka mitano.*

1. *Alileta mifuko mitatu.*
2. *Wataona milima mingi.*
3. *Tulinunua mikeka michache.*
4. *Ataleta mlango mmoja.*
5. *Tutaona miembe mingi.*
6. *Walitaka mikeka mitano.*
7. *Tuliona miti minne.*
8. *Atanunua mifuko tisa.*
9. *Nitaleta mikeka sita.*
10. *Alinunua mifuko minane.*

A. Translate.

1. 76 children are coming today.
2. I saw 100 people at the market yesterday.
3. You will buy 45 mango trees tomorrow.
4. Do you want to go to school to learn Swahili?
5. Did they go to the market to buy bags?
6. Will he come tomorrow to sing?
7. Has he arrived at home?
8. Did you see him last year?
9. Have you seen him this year?
10. Will she come to the market to buy food?
11. Have they eaten this morning?
12. 22 children came yesterday.
13. I saw them (mango trees).
14. He wanted to see it (mat).
15. She told him the day before yesterday.
16. 17 people wanted to go to school yesterday.
17. I saw 82 trees in the forest.
18. Where do you live (stay)?
19. I saw a beautiful young woman at the market.
20. We saw a handsome young man in town today.
21. They called a tall person to come to work at school.
22. Why did you call me?
23. Where does he go every day?
24. We told him important news yesterday.
25. A bad thief came to the house today.
26. A bad child was crying at school yesterday.
27. We wanted to see a beautiful woman.
28. A handsome man sang yesterday.
29. I saw a small mountain.
30. I saw a tall tree.

B. Translate into English.

1. *Mioto mikubwa mitano.* _____
2. *Mifuko mitano mizuri.* _____
3. *Mkeka mmoja mdogo.* _____
4. *Mipira minne mizuri.* _____
5. *Mtoto mzuri mmoja.* _____
6. *Watu warefu wengi.* _____
7. *Wasichana watano wazuri.* _____
8. *Wavulana wabaya wanne.* _____

C. What do you notice about the ordering of quality and number adjectives?

-*E* FOR REQUESTS AND SUGGESTIONS
KI-/VI- NOUN CLASS
KI-/VI- CONCORDS
CONCORD REVIEW

Lesson 10

1. Verb constructions formed with a final vowel -*e* in Swahili are used in a number of different situations.* Here we will examine how they are used for making polite commands, requests and suggestions.

1.1 -*E* verb constructions carry subject (and object) concords without time prefixes. Instead, the final vowel -*a* of the verb root is changed to -*e*. If the verb root does not end in the vowel -*a*, then -*e* is not attached. Monosyllabic verb roots do not retain the *ku-* prefix, and the subject concords *tu-* 'we' and *m-* 'you all' become *tw-* and *mw-* before a vowel.

Tupike.	'Let's cook.'	(Verb root: -*pika*)
Turudi.	'Let's return.'	(Verb root: -*rudi*)
Twende.	'Let's go.'	(Verb root: -*enda*)

1.2 Like the time prefix -*ta-*, -*e* is used to form verb constructions which describe events which have not yet happened. However -*e* differs from -*ta-* in that it implies that the speaker wants the event described to occur, while there is no such implication with -*ta-*. This can be seen by comparing -*e* and -*ta-* verb constructions in questions. Notice that -*e* constructions translate in a number of different ways in English:

-*E*		-*TA-*	
Usome?	'Can/Could/Would you read?' (I want you to.)	*Utasoma?*	'Will you read?'
Tuende?	'Can/Could/Shall/Should we go?' (I want to go.)	*Tutakwenda?*	'Will we go?'

*The use of -*e* following words expressing necessity is discussed in 12,1 and its use for describing sequences of events is discussed in 16,1 and 17,2.3.

A. Change into requests.

Example: *Nitakwenda.* → *Niende?*

1. *Nitakuja.*
2. *Nitapika.*
3. *Nitaimba.*
4. *Nitatoka.*
5. *Nitakwenda.*
6. *Nitakaa*
7. *Nitakimbia.*
8. *Nitarudi.*
9. *Nitakula.*
10. *Nitakunywa.*

B. Change into suggestions.

Example: *Tutatoka.* → *Tutoke.*

1. *Tutafika.*
2. *Tutajifunza.*
3. *Tutasoma.*
4. *Tutakula.*
5. *Tutakunywa.*
6. *Tutakwenda.*
7. *Tutakuja.*
8. *Tutanunua.*
9. *Tutakaa.*
10. *Tutarudi.*

C. Change into suggestions.

Example: *Nitakusaidia.* → *Nikusaidie?*

1. *Nitakuita.*
2. *Nitakuambia.*
3. *Utawaita.*
4. *Nitawaambia.*
5. *Nitamwita.*
6. *Utamwona.*
7. *Utamsaidia.*
8. *Nitamwambia.*
9. *Nitawaona.*
10. *Utamwambia.*

D. Answer the following questions.

Example: *Umwambie?* → *Nitamwambia.*

1. *Twende?*
2. *Tule?*
3. *Ninywe?*
4. *Nimwone?*
5. *Tufike?*
6. *Nimwambie?*
7. *Nipike?*
8. *Tuwaite?*
9. *Nikuite?*
10. *Tuwaambie?*
11. *Tununue chakula?*
12. *Tuende nyumbani?*
13. *Nilete mfuko?*
14. *Nimwambia mtoto wako?*
15. *Tumwambia mzee?*
16. *Nifike shuleni?*

2. *Ki-/Vi-* Noun class

Nouns in this class have the singular prefix *ki-* before a consonant, and *ch-* for roots beginning with a vowel. The plural prefix is *vi-* before consonants, and *vy-* before vowels.

Most of the nouns in this class designate inanimate things; in fact the noun that means 'thing' is in this class. Some examples are:

kitu	'thing'	*vitu*	'things'
kitanda	'bed'	*vitanda*	'beds'
kikapu	'basket'	*vikapu*	'baskets'
kisu	'knife'	*visu*	'knives'
kitabu	'book'	*vitabu*	'books'
kikombe	'cup'	*vikombe*	'cups'
kijiko	'spoon'	*vijiko*	'spoons'
chumba	'room'	*vyumba*	'rooms'
choo	'bathroom/ toilet'	*vyoo*	'bathrooms/ toilets'
chuo	'university'	*vyuo*	'universities'
chakula	'food'	*vyakula*	'foods'

Note, however, that there are some nouns which have *ki-/vi-* concords before vowels instead of *ch-/vy-*:

kioo	'mirror/glass'	*vioo*	'mirrors'
kiumbe	'living creature'	*viumbe*	'living creatures'
kiatu	'shoe'	*viatu*	'shoes'

Although most nouns in this class refer to inanimate objects there are some which refer to living beings. Some refer to animals, like *kiumbe*:

kiboko	'hippopotamus'	*viboko*	'hippopotamuses'
kifaru	'rhinoceros'	*vifaru*	'rhinoceroses'

Some refer to disabled people:

kipofu	'blind person'	*vipofu*	'blind people'
kiziwi	'deaf person'	*viziwi*	'deaf people'
kilema	'crippled person'	*vilema*	'crippled people'

Vocabulary

kitu	'thing'	*kitanda*	'bed'
kisu	'knife'	*kijiko*	'spoon'
kiti	'chair'	*kikapu*	'basket'
kitabu	'book'	*kikombe*	'cup'
chumba	'room'	*choo*	'toilet'
chuo	'university, college, school'	*chakula*	'food'
kioo	'mirror'	*kiatu*	'shoe'

A. Respond with the plural.

Example: *Kitu* → *Vitu.*

1. *Kisu*
2. *Kiatu*
3. *Chumba*
4. *Choo*
5. *Kitanda*
6. *Kitabu*
7. *Chuo*
8. *Kikombe*
9. *Chakula*
10. *Kioo*
11. *Kijiko*
12. *Kiti*
13. *Kikapu*
14. *Chumba*
15 *Kiatu*

B. Pluralize all the nouns in the following sentences (and concords where necessary).

Example: *Mtu aliona kiti.* → *Watu waliona viti.*

1. *Mtoto aliona kitanda.*
2. *Mtu alinunua kiatu.*
3. *Mwanamke alipata kisu.*
4. *Mwanamume alileta kikombe.*
5. *Mwizi alitaka kikapu.*
6. *Mwanafunzi alinunua kitabu.*
7. *Mwalimu alileta chakula.*
8. *Mtoto aliona kioo.*
9. *Mtu alipata kitanda.*
10. *Mvulana alitaka kiatu.*

3. Nouns in the *ki-/vi-* noun class occur with the following concords:

3.1 On adjectives: *ki-* in the singular (*ch-* before vowels, except *k-* before *i*)
vi- in the plural (*vy-* before vowels, except *v-* before *i*)

3.2 On the particle *-a*: *ch-* in the singular
vy- in the plural

3.3 On the verb: *ki-* in the singular
vi- in the plural

4. The following chart summarizes the concords for nouns in the *m-/wa-*, *m-/mi-* and *ki-/vi* noun classes.*

NOUN PREFIX		ADJECTIVE CONCORD		-A CONCORD	VERB CONCORD
Before Consonant	Before Vowel	Before Consonant	Before Vowel		
M-	*MW-*	*M-*	*MW-*	*W-*	*A-(-M-)*
WA-	*W-* (*wa + o, u; wa + i + we*)	*WA-*	*W-*	*W-*	*WA-*
M-	*MW-*	*M-*	*MW-*	*W-*	*U-*
MI-	*MI-*	*MI-*	*MY-*	*Y-*	*I-*
KI-	*CH-* (*ki- + i*)	*KI-*	*CH-*	*CH-*	*KI-*
VI-	*VY-* (*vi- + i*)	*VI-*	*VY-*	*VY-*	*VI-*

*See 25,2 for complete summary of the concord prefixes used with nouns.

Vocabulary

-tosha	'suffice, be enough'
-chukua	'carry, take'
-peleka	'send'
-tafuta	'seek, look for'
-vunjika	'be broken'

A. Pluralize the following sentences.

Example: *Kikombe kimoja kitatosha.*
→ *Vikombe vingi vitatosha.*

1. *Kiti kimoja kitatosha.*
2. *Kikombe kimeanguka.*
3. *Kiatu kimepasuka.*
4. *Chumba kimoja kitatosha.*
5. *Kioo kimeanguka.*
6. *Kikapu kimepasuka.*
7. *Kitanda kimeanguka.*
8. *Kitabu kimoja kitatosha.*
9. *Chuo kimoja kitatosha.*
10. *Chakula kimeanguka.*

B. Replace the nouns with concords.

Example: *Nilitaka kikombe.* → *Nilikitaka.*

1. *Niliona vikapu.*
2. *Nilitaka chumba.*
3. *Nilinunua viatu.*
4. *Watapata vitabu.*
5. *Ananunua visu.*
6. *Alipata vijiko.*
7. *Mtanunua visu.*
8. *Tutachukua vitabu.*
9. *Watachukua vitu.*
10. *Mlitafuta vitabu.*

C. Pluralize all nouns and replace with concords.

Example: *Kiti kimeanguka* → *Vimeanguka.*
Nilitafuta kitabu. → *Nilivitafuta.*

1. *Nilinunua kisu.*
2. *Atatafuta kiatu.*
3. *Tulitaka chumba.*
4. *Tuliona choo.*
5. *Watachukua kitabu.*
6. *Alipata kikapu.*
7. *Umepata kijiko.*
8. *Tumetafuta chakula.*
9. *Kitabu kimeanguka.*
10. *Kikapu kimepasuka.*
11. *Chumba kitatosha.*
12. *Choo kitatosha.*
13. *Kioo kimevunjika.*
14. *Kisu kilivunjika.*
15. *Chakula kinatosha.*
16. *Kitu kinaanguka.*

A. Pluralize all nouns and concords.

Example: *Mtu alinunua kitabu.*
→ *Watu walinunua vitabu.*

1. *Mtoto alitaka mfuko.*
2. *Mtu alipeleka kitabu shuleni.*
3. *Mwanafunzi alichukua kikapu nyumbani.*
4. *Mzee alinunua kikombe sokoni.*
5. *Mwanamke alipika chakula nyumbani.*
6. *Mwalimu atapeleka vitabu.*
7. *Mvulana amependa kiatu.*
8. *Msichana alitafuta kisu.*
9. *Mwivi alitafuta chumba.*
10. *Mtoto alitafuta choo.*
11. *Mzee alikula chakula.*
12. *Mtoto alipeleka kijiko.*
13. *Mwanamke alitafuta kitanda.*
14. *Mtu alinunua mfuko.*
15. *Mwanafunzi aliona mlima.*
16. *Mwanamume alitafuta mwezi.*
17. *Msichana alinunua kikombe.*
18. *Mzee alitaka mwembe.*
19. *Mwivi alitafuta kioo.*
20. *Msichana alipeleka mpira.*

B. Replace all the nouns in the sentences above with concords.

Example: *Mtu alinunua kitabu.* → *Alikinunua.*

C. Pluralize all the nouns in the sentences above and replace with concords.

Example: *Mtu alinunua kitabu* → *Walivinunua.*

D. Change into questions for permission.

Example: *Tutafika nyumbani* → *Tufike nyumbani?*

1. *Tutakwenda sokoni.*
2. *Nitamwambia habari.*
3. *Nitaleta kitabu.*
4. *Utaniita.*
5. *Nitamwona nyumbani.*
6. *Utawaambia habari.*
7. *Tutajifunza Kiswahili.*
8. *Tutamwona mwalimu.*
9. *Atakuja nyumbani.*
10. *Watakaa shuleni.*
11. *Tutarudi sokoni.*
12. *Tutasoma kitabu.*

A. Translate.

1. Shall we go?
2. Can I buy the book?
3. Should he stay at home?
4. Should we learn Swahili?
5. May I help you?
6. May I tell him?
7. May we go?
8. Shall I tell him?
9. Should we take it (book)?
10. Should you buy it (bag)?
11. Shall I see him at home?
12. Shall I call you?
13. The tree fell.
14. The books fell.
15. The basket is torn.
16. I want them (baskets)
17. I saw them. (people)
18. Where did they go? (people)
19. What thing fell?
20. I took them to school. (books)
21. I carried it home. (bag)
22. I want to buy it. (mirror)
23. He got it. (knife)
24. They carried it. (cup)
25. We saw it. (mountain)
26. I saw them. (mountains)
27. You will want them. (books)
28. She bought them. (mango trees)
29. She took them. (children)
30. I saw them. (rooms)

B. What do you notice about how the words 'it' and 'them' translate into Swahili? What language is more specific about identifying different things with pronominal reference?

C. What do you notice about how *-e* verb constructions translate into English. Which language is more specific about identifying different kinds of requests for permission.

SIMPLE COMMANDS
COMMANDS WITH OBJECT CONCORDS
N- NOUN CLASS
N- CONCORDS

Lesson 11

1. To make simple commands in Swahili, verb roots are used alone, without any subject or object concords:

chukua kitabu! 'carry the book!'

ngoja! 'wait!'

These commands are used when ordering one person to do something. To command more than one person, a suffix is added. This is the suffix *-eni*; when it is attached, the final vowel *-a* on the verb root disappears.*

chukeni! '(you all) carry!'

ngojeni! '(you all) wait!'

With monosyllabic roots, the *ku-* prefix is retained, except with the verb roots *-ja* and *-enda*; these two verb roots have special forms:

	kula!	'eat!'	*kuleni!*	'(you all) eat!'
BUT:	*njoo!*	'come!'	*njooni!*	'(you all) come!'
	nenda!	'go!'	*nendeni!*	'(you all) go!'

2. To form a command with an object concord on the verb the final vowel *-e* must be attached:

kichukue! 'carry it (book)!'

*If the verb root does not end in *-a* then the suffix *-ni* is attached after the final vowel of the root:

jibu! 'reply!' *jibuni!* '(you all) reply!'

Vocabulary

-ngoja	'wait'
-jibu	'reply'
-fikiri	'think'
-jaribu	'try'

A. Change to plural.

Example: *Chukua!* → *Chukeni!*

1. *Ngoja!*
2. *Fikiri!*
3. *Jibu!*
4. *Jaribu!*
5. *Ingia!*
6. *Chukua!*
7. *Peleka!*
8. *Tafuta!*
9. *Kimbia!*
10. *Pika!*
11. *Nenda!*
12. *Njoo!*
13. *Imba!*
14. *Cheka!*
15. *Soma!*

B. Change to simple commands.

Examples: *Utachukua.* → *Chukua!*
Mtacheka. → *Chekeni!*

1. *Utangoja.*
2. *Mtafikiri.*
3. *Utajaribu.*
4. *Utaingia.*
5. *Mtatoka.*
6. *Utarudi.*
7. *Mtafika.*
8. *Mtakula.*
9. *Utakuja.*
10. *Mtakunywa.*
11. *Utakimbia.*
12. *Utavaa nguo.*
13. *Utasoma kitabu.*
14. *Mtanunua chakula.*
15. *Mtapata mfuko.*

C. Change to singular or plural.

Examples: *Chukueni!* → *Chukua!*
Fikiri! → *Fikirini!*

1. *Rudini!*
2. *Fikirini!*
3. *Chukua!*
4. *Peleka!*
5. *Imbeni!*
6. *Rudini!*
7. *Fikeni!*
8. *Kuleni!*
9. *Njooni!*
10. *Nenda!*
11. *Kimbieni!*
12. *Someni!*
13. *Jibuni!*
14. *Chekeni!*
15. *Pika!*

3. Although most nouns in Swahili have distinct singular and plural forms, there is one noun class where the nouns remain the same regardless of number. In fact, many nouns in this class do not even have a noun prefix. This class is, however, usually referred to as the nasal (*N-* for nasal) class.

N- Noun Class

Nouns in this class are of two types: (1.) those which do have a noun prefix and (2.) those which have no prefix.

3.1 The noun prefix associated with this class is a nasal sound. The actual nasal found on any particular word depends on the nature of the initial sound of the noun root:

a. Before a vowel, the prefix is *ny-*:

N + umba =	*nyumba*	'house(s)'
N + amba =	*nyama*	'meat(s)'

b. Before *d, g, j,* or *z,* the prefix is *n-*:

N + dizi =	*ndizi*	'banana(s)'
N + goma =	*ngoma*	'drum(s)'
N + jia =	*njia*	'road(s), path(s)'
N + zige =	*nzige*	'locust(s)'

c. Before *b* or *v*, the prefix is *m-*:

N + begu =	*mbegu*	'seed(s)'
N + vua =	*mvua*	'rain(s)'

d. There is no prefix if the noun root begins with any other consonant, unless the root is monosyllabic.

siku	'day(s)'
kazi	'work, job(s)'
habari	'news'

With monosyllabic roots, there is always a nasal prefix, regardless of the identity of the initial consonant:

N + bu =	*mbu*	'mosquito(s)'
N + ta =	*nta*	'wax'

Vocabulary

nguo	'clothes'	*njia*	'road(s)'
nyumba	'houses(s)'	*ngoma*	'drum(s)'
ndizi	'banana(s)'	*nyama*	'meat'
mvua	'rain'	*mboga*	'vegetable(s)'
chai	'tea'	*kahawa*	'coffee'
meza	'table(s)'	*kazi*	'work'
shida	'problem(s)'	*kalamu*	'pen, pencil(s)'
siku	'day(s)'	*karatasi*	'paper(s)'

A. Answer questions making sure to say the nouns mentioned in the questions in your answers.

Example: *Unapenda ndizi?* → *La, sipendi ndizi. Ndiyo, ninapenda ndizi.*

1. *Unataka samaki?*
2. *Ulinunua meza?*
3. *Unapenda mvua?*
4. *Umepata shida?*
5. *Unajua njia?*
6. *Unakula mboga?*
7. *Alinunua nyama?*
8. *Alipata kazi?*
9. *Alitaka kahawa?*
10. *Alikunywa chai?*
11. *Alikupa karatasi?*
12. *Alikupa kalamu?*
13. *Alikupa kahawa?*
14. *Alikupa samaki?*
15. *Wanapenda kazi?*
16. *Wanataka chai?*
17. *Waliona njia?*
18. *Wamepata shida?*
19. *Mlitaka ndizi?*
20. *Mlikula samaki?*

B. Practice asking one another questions using *N-* class nouns.

Examples: *Unapenda kula nini?* → *Ninapenda kula nyama.*
Jana ulikunywa nini? → *Nilikunywa kahawa.*
Unataka kununua nini? → *Ninataka kununua meza.*

4. Nouns in the *N-* noun class occur with the following concords:

4.1 On Adjectives: Adjective concord prefixes are the same as *N-* class noun prefixes; they differ depending upon the sound they precede:

a. Before vowels the concord is *ny-*, except with the adjective root *-ema* 'good' where the concord is *nj-*:

kamba nyembamba	'thin rope(s)'
safari njema	'safe journey(s)'

b. Before *d*, *z* and *g*, the concord is *n-*:

nyumba nzuri	'good/beautiful house(s)'
nyumba ndogo	'small/tiny house(s)'
kazi ngumu	'hard work/job(s)'

The concord is also *n-* before *r*, and the *r* changes to *d*:

-refu 'long' : *kamba ndefu* 'long rope(s)'

c. Before *b* the concord is *m-*:

nyumba mbaya 'bad/ugly house(s)'

The concord is also *m-* before *w*, and the *w* changes to *b*:

-wili 'two' *nyumba mbili* 'two house(s)'

d. Before all other consonants, there is no concord prefix; unless the root is monosyllabic:

nyumba kubwa	'big/large house(s)'
siku chache	'few days'
kamba fupi	'short rope(s)'

With the monosyllabic root *-pya* 'new' the nasal prefix *m-* appears:

nyumba mpya 'new house(s)'

4.2 On the particle *-a*: *y-* in the singular
z- in the plural

4.3 On the verb: *i* in the singular
zi in the plural

A. Add the given adjective and appropriate concord for each noun below.

Example: *Kahawa (-zuri)* → *Kahawa nzuri.*

1. *Nyumba* *(-kubwa)*
   (-dogo)
   (-zuri)
   (-chache)
   (-ingi)

2. *Nguo* *(-zuri)*
   (-baya)
   (-ingi)
   (-chache)

3. *Kazi* *(-zuri)*
   (-baya)
   (-ingi)
   (muhimu)

4. *Siku* *(-zuri)*
   (-baya)
   (-chache)
   (-ingi)
   (maalum)

5. *Kalamu* *(-kubwa)*
   (-dogo)
   (-zuri)
   (-baya)

6. *Mbogo* *(-zuri)*
   (-baya)
   (-ingi)
   (-chache)

B. Add the given possessive roots and concords (for number indicated) for each noun below.

Example: *Ndizi (-angu)* (many) → *Ndizi zangu.*

1. *Nguo* *(-ako)*
   (One) *(-ake)*
   (-angu)

2. *Ndizi* *(-etu)*
   (Many) *(-enu)*
   (-ao)

3. *Meza* *(-angu)*
   (One) *(-ako)*
   (-ake)

4. *Shida* *(-angu)*
   (Many) *(-ako)*
   (-ake)

5. *Ngoma* *(-etu)*
   (One) *(-ako)*
   (-ake)

6. *Kalamu* *(-etu)*
   (Many) *(-enu)*
   (-ao)

C. Replace noun phrases with a verb concord.

Example: *Niliona nyumba nyingi.* → *Niliziona.*

1. *Nilinunua meza moja.*
2. *Alipata kalamu nyingi.*
3. *Walitaka nguo nyingi.*
4. *Tulipata kazi nyingi.*
5. *Tuliona njia moja.*
6. *Tumepata shida nyingi.*
7. *Ntanunua kalamu nyingi.*
8. *Ntapata meza moja.*
9. *Nilinunua karatasi nyingi.*
10. *Atapata nguo moja.*
11. *Alitaka chai moja.*
12. *Alipata kahawa moja.*

A. Change to plural.

Example: *Chukua ndizi yangu!* → *Chukua ndizi zangu!*

1. *Fanya kazi yako!*
2. *Nunua kahawa yako!*
3. *Tafuta chai yangu!*
4. *Chukua meza yako!*
5. *Tafuta kalamu yangu!*
6. *Kunywa kahawa yako!*
7. *Pika chai yangu!*
8. *Leta mboga yangu!*
9. *Soma karatasi yako!*
10. *Chukua kazi yako!*
11. *Kula ndizi yako!*
12. *Jaribu kazi yako!*

B. Change to plural.

Examples: *Ndizi imeanguka.* → *Ndizi zimeanguka.*
Tuliinunua meza. → *Tulizinunua meza.*

1. *Niliitaka ndizi.*
2. *Waliinunua ngoma.*
3. *Tuliitafuta*
4. *Ataipata kalamu.*
5. *Kalamu imeanguka.*
6. *Ngoma imepasuka.*
7. *Karatasi imepasuka.*
8. *Ndizi imeanguka.*
9. *Niliiona nyumba nzuri.*
10. *Watainunua kalamu moja.*
11. *Tutaipata ngoma moja.*
12. *Waliitaka ngoma nzuri.*

C. Form sentences.

Example: *-chukua/ndizi/-ingi* → *Chukua ndizi nyingi!*

1. *-peleka/ngoma/-ingi*
2. *-tafuta/ndizi/-zuri*
3. *-fanya/kazi/-ingi*
4. *-nunua/chai/-moja*
5. *-pata/kahawa/nyingi*
6. *-chukua/kazi/-ingi*
7. *-nunua/mboga/-zuri*
8. *-ona/nguo/-baya*
9. *-nunua/meza/-kubwa*
10. *-peleka/kalamu/-zuri*
11. *-tafuta/karatasi/-ingi*
12. *-pata/chai/-moja*

D. Change to plural (verbs, nouns and concords, and possessive roots).

Example: *Chukua ndizi yako!* → *Chukueni ndizi zako!*

1. *Tafuta kazi yangu!*
2. *Fanya kazi yako!*
3. *Chukua meza yake!*
4. *Peleka kahawa yake!*
5. *Leta chai yangu!*
6. *Pata mboga yangu!*
7. *Nunua nguo yako!*
8. *Chukua kalamu yako!*
9. *Leta karatasi yake!*
10. *Fanya kazi yake!*
11. *Tafuta kalamu yangu!*
12. *Kunywa chai yako!*

A. Add appropriate concords.

1. *Nyumba __moja __zuri.*
2. *Nguo __zuri __ingi.*
3. *Mtoto __moja __refu.*
4. *Chakula __zuri.*
5. *Viti __zuri __ingi.*
6. *Watu __fupi.*
7. *Chai __zuri.*
8. *Kikombe __kubwa __moja.*
9. *Vitu __chache.*
10. *Chumba __moja __zuri.*
11. *Wevi __ingi __baya*
12. *Ngoma __zuri __ingi*
13. *Chai __angu __zuri*
14. *Kalamu __ako __zuri*
15. *Mboga __ingi*
16. *Mwembe __dogo*
17. *Meza __baya*
18. *Nguo __zuri __ingi*
19. *Mifuko __kubwa __ingi*
20. *Mkeka __moja __zuri.*

B. Change all nouns (and concords and numbers) to plural.

1. *Niliitaka nyumba moja.* _____
2. *Waliinunua meza nzuri.* _____
3. *Niliuona mti mrefu.* _____
4. *Nilimtuma mtoto mmoja.* _____
5. *Tutakipeleka kiti kipya.* _____
6. *Aliupata mfuko mkubwa.* _____
7. *Waliuona mlima mmoja.* _____
8. *Ataipeleka chai yako.* _____
9. *Ataifanya kazi zangu.* _____
10. *Tutakinunua kiti kizuri.* _____
11. *Mlimleta mtoto mzuri.* _____
12. *Tutakileta kikombe kikubwa.* _____
13. *Alikinunua kiatu kimoja.* _____
14. *Niliutaka mwembe mdogo.* _____
15. *Uliifanya kazi yangu.* _____

C. Translate these questions and then answer them in Swahili.

1. How many pens do you want?
2. How many bags did you buy?
3. How many chairs did you look for?
4. How many children did you see?
5. Where did you look for my work?
6. Where did you buy the tea?
7. Why did you bring the coffee?
8. Why did he tell you the news?
9. What will you buy?
10. What did he do.
11. Whom did you call?
12. What house did you like?
13. What book did you want?
14. Where did you go?
15. Why did you buy bananas?

-*E* FOLLOWING WORDS EXPRESSING NECESSITY
PREPOSITIONAL SUFFIX -*I*-/*E*-
OBJECT CONCORD -*JI*- 'Self'
-*ENYEWE* 'SELF'
Lesson 12

1. -*E* verb constructions (subject concord + verb root + *e*) must be used following certain words which express necessity or importance.*

1.1 The following words are used with -*e* verb constructions to describe events which are necessary, i.e. events which must occur:

Lazima	'necessity, obligation'	*Lazima usome.*	'You must read.' 'It's necessary that you read.'
Sharti	'necessity, obligation'	*Sharti niende.*	'I must go.' 'It's necessary that I go.'

1.2 The following words are used with -*e* constructions to describe events which should or ought to occur, i.e. events which are important:

Muhimu	'important'	*Muhimu aje.*	'It's important that he/she come.'
Afadhali	'preferable'	*Afadhali tutoke.*	'It's preferable that we leave.'
Bora	'better, best'	*Bora apike.*	'It's better/best that he/she cook.'
Heri	'happiness, advantage'	*Heri waandike.*	'It's good/an advantage for them to write.'

*The use of -*e* constructions for making requests and suggestions is discussed in 10,1; its use for describing sequences of events is described in 16,1 and 17,2.3.

A. Substitute.

Examples: *Tupike. (-nunua) → Tununue.*
Labda uende. (-la) → Labda ule.

Basic Construction: *Tuende.*

1. *-pika*
2. *-jifunza*
3. *-toka*
4. *-rudi*
5. *-jibu*
6. *-andika*
7. *-kimbia*
8. *-imba*
9. *-jaribu*
10. *-ngoja*
11. *-ingia*
12. *-fanya kazi*

Basic Construction: *Afadhali ununue kitabu.*

1. *-pika chakula*
2. *-fanya kazi*
3. *-enda nyumbani.*
4. *-vaa nguo*
5. *-tafuta kazi.*
6. *-soma Kiswahili*
7. *-nunua ndizi*
8. *-pata mifuko*
9. *-toka nyumbani*
10. *-nywa chai*

B. Add *sharti* or *lazima* to the following sentences as shown and make the necessary changes to the following verb constructions in each sentence.

Example: *Nitanunua ndizi. (sharti)*
→ Sharti ninunue ndizi.

1. *Nitakwenda mjini. (lazima)*
2. *Nitapika chakula. (sharti)*
3. *Utakula nyama kila siku. (lazima)*
4. *Utajua Kiswahili. (lazima)*
5. *Atasoma kitabu. (sharti)*
6. *Tutakaa nyumbani. (lazima)*
7. *Tutafanya kazi. (sharti)*
8. *Watakuja shuleni. (sharti)*
9. *Watakunywa chai. (lazima)*
10. *Mtafika nyumbani. (sharti)*

C. Form sentences.

Example: *Afadhali/-nunua → Afadhali ununue ndizi.*

1. *Bora/-enda*
2. *Heri/-fahamu*
3. *Afadhali/-jua*
4. *Lazima/-ngoja*
5. *Sharti/-ja*
6. *Bora/-soma*
7. *Heri/-lala*
8. *Afadhali/-pika*
9. *Muhimu/-jibu*
10. *Muhimu/-zungumza*

2. Thus far we have examined verb constructions formed from verb roots plus various prefixes (subject and object concords and time prefixes). Verb roots may also occur with suffixes. Verb roots which have suffixes attached are called verb stems. There are a number of suffixes which may be used to form verb stems. They are inserted between the final consonant and the final vowel *-a*.

One verb suffix which is used frequently is the single vowel *-i-* or *-e-* which is used to show that an action is somehow affecting someone other than the object of the action. This suffix is often called the prepositional suffix because it translates in English with different prepositions. *

2.1 If the root vowel is *e* or *o*, the suffix is *-e-*:

Nilikuletea chakula.	'I brought food to/for you.'
Nilikusomea.	'I read to/for you.'

2.2 If the root vowel is *i*, *u*, or *a*, the suffix is *-i-*:

Nilikuandikia barua.	'I wrote a letter to/for you' 'I wrote a letter on your behalf.'
Nilikumwagia maji.	'I poured water for you.' 'I spilled water on you.' 'I poured water over you.'
Nilikufikiria.	'I thought about you.'

2.3 If the root ends in two vowels, one is inserted between the root vowel and the suffix:

Nilimlilia mama yake.	'I cried for my mother.' 'I cried about my mother.'
Nilikuchukulia kitabu.	'I took the book away from you.' 'I carried the book for you.'

*See 16,2 for a discussion of additional uses of the prepositional suffix.

Vocabulary

maji	'water'	*barua*	'letter'
-tia	'put, place, use, apply'	*-agiza*	'order'
		-funga	'close'
-weka	'put, set'	*-kata*	'cut'
-mwaga	'pour, spill'	*-fungua*	'open'

A. Substitute, making necessary changes to the form of the prepositional suffix.

Example: *Aliniletea chakula. (-pika)*
→ *Alinipikia chakula.*

Basic Construction: *Aliniletea barua.*

1. *-chukua*
2. *-peleka*
3. *-weka*
4. *-tafuta*
5. *-ku-*
6. *-andika*
7. *-fungua*
8. *-pata*
9. *-m-*
10. *-leta*
11. *-soma*
12. *-chukua*

B. Change verb constructions by adding the prepositional suffix and an object concord referring to the person affected by the action.

Example: *Alipika chakula.* → *Alinipikia chakula.*

1. *Alisoma kitabu.*
2. *Alitia chai.*
3. *Alifungua mlango.*
4. *Aliweka kazi.*
5. *Aliagiza chakula.*
6. *Aliandika barua.*
7. *Alipata mfuko.*
8. *Alileta chakula.*
9. *Alipika ndizi.*
10. *Alinunua visu.*
11. *Alifanya kazi.*
12. *Alichukua vitabu.*
13. *Alitafuta meza.*
14. *Alimwaga maji.*
15. *Alikata nyama.*
16. *Alifunga mlango.*

C. Form sentences.

Example: *-pika/-ni-/chakula* → *Alinipikia chakula*

1. *-nunua/-ku-/ndizi*
2. *-chukua/-ni-/vitabu*
3. *-pika/-m-/chai*
4. *-pata/-wa-/kahawa*
5. *-leta/-ni-/karatasi*
6. *-tafuta/-ku-/chumba*
7. *-andika/-ni-*
8. *-agiza/-wa-/chakula*
9. *-fanya/-m-/kazi*
10. *-soma/-wa-/barua*
11. *-weka/-ku-/chakula*
12. *-tia/-ni-/kahawa*
13. *-mwaga/-ni-/maji*
14. *-funga/-m-/mlango*
15. *-fungua/-ni-/mlango*
16. *-kata/-m-/mboga*

3. The object concord *-ji-* is used to show that the person who is doing the action is doing it to or for him/herself. Thus *-ji-* usually occurs in verb constructions with the prepositional suffix and translates with the word 'self':

Nilijimwagia maji.	'I poured water over myself.'
Walijifikiria.	'They thought about themselves.'
Tulijitilia chakula.	'We served food to ourselves.'
Ulijipikia.	'You cooked for yourself.'

-Ji- also occurs without the prepositional suffix. Often such constructions have specialized meanings:

Anajiona. 'He/She is conceited, proud of him/herself.'
i.e. 'sees only him/herself'.

4. The root *-enyewe* also translates as 'self'; however, it is 'self' in a different sense than with *-ji-*. *-Enyewe* is used for emphasizing the identity of someone or something, not for showing that an action is directed towards the person who is doing it. *-Enyewe* takes the same concord prefixes as the particle *-a* except the singular human concord is *mw-* instead of *w-*:

Nilipika mwenyewe.	'I cooked myself'
Tulitia chakula wenyewe.	'We served the food ourselves.'
Nilisafisha nyumba yenyewe.	'I washed the house itself.'
Tulitaka viti vyenyewe.	'We wanted the chairs themselves.'

With the concords for humans (*m-/wa-* nouns), *-enyewe* may also mean 'the owner':

Mwenyewe alitualika. 'The owner invited us.'

A. Substitute *-Ji-* for the object concords in the following sentences:

Example: *Nilikuwekea chai.* → *Nilijiwekea chai.*

1. *Nilikusomea kitabu.*
2. *Nilikuandikia barua.*
3. *Nilimwagizia chakula.*
4. *Nilimfungulia mlango.*
5. *Atakuchukulia kazi.*
6. *Atanipatia kazi.*
7. *Tutamnunulia kahawa.*
8. *Atanimwagia maji.*
9. *Atanitilia chakula.*
10. *Tutamkatia nyama.*
11. *Tulimfungia mlango.*
12. *Tutampikia chakula.*
13. *Walituwekea maji.*
14. *Alinipelekea barua.*
15. *Tulimtafutia chakula.*

B. Change the sentences above into sentences without the prepositional suffix.

C. Add *-enyewe* to the following sentences with concords appropriate for referring to the doer of the action described.

Example: *Nilifanya kazi.* → *Nilifanya kazi mwenyewe.*

1. *Tulipika chakula.*
2. *Tuliandika barua.*
3. *Walitafuta mifuko.*
4. *Alinunua mboga.*
5. *Alimwaga chai.*
6. *Alikata nyama.*
7. *Alifunga mlango.*
8. *Waliandika barua.*
9. *Nilitia kahawa.*
10. *Niliweka chakula.*
11. *Tuliagiza chakula.*
12. *Mlichukua mkeka.*

D. Add *-enyewe* to the sentences above with concords appropriate for referring to the object of the action.

Example: *Nilifanya kazi.* → *Nilifanya kazi yenyewe.*

A. Change to commands with object concords.

Example: *Utaninunulia chakula.* → *Ninunulie chakula!*

1. *Utanipikia chai.*
2. *Utaniletea barua*
3. *Utaniandikia barua.*
4. *Utawawekea chakula.*
5. *Utawatafutia chumba.*
6. *Utawapatia mifuko.*
7. *Utammwagia maji.*
8. *Utamsomea kitabu.*
9. *Utajifanyia kazi.*
10. *Utajikatia nyama.*
11. *Utajifikiria mwenyewe.*
12. *Utajitilia chakula mwenyewe.*
13. *Utajifunza Kiswahili mwenyewe.*
14. *Utamkimbilia.*
15. *Utamwimbia.*
16. *Utatufikiria.*
17. *Utatupatia mikeka.*
18. *Utatuchukulia kahawa.*
19. *Utaniagizia chakula.*
20. *Utaniitia mwalimu wangu.*

B. Change the sentences above to polite commands with object concords.

Example: *Utaninunulia chakula* → *Uninunulie chakula*

C. Form sentences.

1. *-andika/-ku-*
2. *-mwaga/-ji-*
3. *-nunua/-ku-*
4. *-pata/-ni-*
5. *-agiza/-m-*
6. *-leta/-wa-*
7. *-soma/-ku-*
8. *-pika/-tu-*
9. *-weka/-tu-*
10. *-fanya/-wa-*

A. The following list contains all the verb roots you have seen so far in this book. See how many you can use to form sentences using the prepositional suffix.

-soma	*-jifunza*	*-isha*	*-pasuka*
-lia	*-pata*	*-tuma*	*-tosha*
-cheka	*-ona*	*-leta*	*-chukua*
-imba	*-la*	*-toka*	*-peleka*
-kimbia	*-nywa*	*-rudi*	*-tafuta*
-kaa	*-ja*	*-nunua*	*-vunjika*
-furahi	*-ita*	*-vaa*	*-mwaga*
-choka	*-ambia*	*-fika*	*-funga*
-chelewa	*-taka*	*-fanya*	*-fungua*
-shiba	*-penda*	*-jua*	*-tia*
-pika	*-enda*	*-fahamu*	*-jibu*
-andika	*-ingia*	*-saidia*	
-weka	*-kata*	*-jaribu*	
-fikiri	*-agiza*	*-anguka*	

EQUATIONAL SENTENCES: *NI* AND *SI*
JI-/MA- NOUN CLASS
JI-/MA- CONCORDS
-ENYE 'having'

Lesson 13

1. The word *ni* is used in Swahili to equate two nouns, or to describe a noun by using an adjective root. Essentially it is one type of construction because adjective roots are in fact variable noun roots (9.1). If an adjective root is used in an equational sentence, it must carry a concord referring to the noun which it describes:

Kitabu ni kizuri. 'The book is good.'

If two nouns are equated, then there is no concord:

Ndege ni mnyama. 'A bird is an animal.'

Ni is also used with independent pronouns (5.1) to form equational sentences:

Mimi ni mwalimu. 'I am a teacher.'

1.1 Although equational sentences may be formed using *ni*, they also may be formed without it. That is, *ni* can be omitted:

Kitabu kizuri. 'The book (is) good.'

In fact, the construction noun + adjective is translated in two ways in English, depending upon how it is used:

Kitabu kizuri. 'The/A book is good.'
'The/A good book.'

1.2 *Si* is ued to form negative equational sentences:

Samaki si mnyama. 'A fish is not an animal.'

Vocabulary

-kali	'sharp'	*-bivu*	'ripe'
-chungu	'bitter'	*-erevu*	'cunning'
-gumu	'hard, tough'	*-geni*	'foreign'
-tamu	'sweet'	*-nene*	'fat'
-bovu	'rotten'	*-embamba*	'narrow, slender'
-bichi	'raw'		

A. Form equational constructions with *ni*.

Example: *Kitabu kizuri.* → *Kitabu ni kizuri.*

1. *Nyumba kubwa.*
2. *Njia nyembamba.*
3. *Mwivi mwerevu.*
4. *Mtu mgeni.*
5. *Ndizi mbovu.*
6. *Kahawa chungu.*
7. *Ndizi tamu.*
8. *Mboga mbichi.*
9. *Kisu kikali.*
10. *Kitanda kigumu.*
11. *Mlima mkubwa.*
12. *Mtoto mdogo.*
13. *Msichana mrefu.*
14. *Mvulana mfupi.*
15. *Mzee mwembamba.*
16. *Mwanamke mnene.*
17. *Mwanamume mgeni.*
18. *Chai chungu.*
19. *Kalamu mbovu.*
20. *Karatasi nyembamba.*

B. Form equational constructions with *si*, using the sentences above.

C. Form equational sentences.

Example: *-zuri* → *Nyama si nzuri.*

1. *-refu*
2. *-fupi*
3. *-ingi*
4. *-chache*
5. *-kubwa*
6. *-dogo*
7. *-zuri*
8. *-baya*
9. *-kali*
10. *-chungu*
11. *-gumu*
12. *-tamu*
13. *-bovu*
14. *-bichi*
15. *-bivu*
16. *-erevu*
17. *-geni*
18. *-nene*
19. *-embamba*
20. *-ngapi?*

2. *Ji-/Ma-* Noun Class

Although all the nouns in this class do have the plural prefix *ma-*, they do not all have the singular prefix *ji-*. In fact, only nouns formed from monosyllabic roots or roots beginning with a vowel show any form of the *ji-* singular prefix.* All other roots have no prefix at all and, for this reason, Swahili learners sometimes confuse singular *ji-/ma-* nouns with *N-* nouns (11.3).

In addition to the fact that very few nouns actually have the *ji-* singular prefix, those which do occur with it pluralize in two different ways. Some replace *ji-* with the plural prefix *ma-*; others retain *ji-* and attach *ma-* in front of it.

Replace *ji-*:	*jicho*	'eye'	*macho*	'eyes'
	jiwe	'stone'	*mawe*	'stones'
	jifya	'cooking stone'	*mafya*	'cooking stones'
			*meko**	'kitchens'
	jiko	'kitchen'	*meno**	'teeth'
	jino	'tooth'		
Retain *ji-*:	*jina*	'name'	*majina*	'names'
	jimbo	'district'	*majimbo*	'districts'
	jiko	'cooker'	*majiko*	'cookers'
	jani	'leaf'	*majani*	'leaves'
	jembe	'native hoe'	*majembe*	'hoes'

Nouns which do not have the *ji-* prefix in the singular, occur with the *ma-* prefix in the plural. Many of these nouns are produce or parts of plants.

tawi	'branch'	*matawi*	'branches'
tunda	'fruit'	*matunda*	'fruits'
embe	'mango'	*maembe*	'mangos'
nanasi	'pineapple'	*mananasi*	'pineapples'

There is also a small group of nouns which have no singular form; they designate things which only exist in quantities or masses:

maji	'water'	*maziwa*	'milk'
mavi	'excrement'	*mate*	'saliva'

*Before a vowel, the singular prefix is *j-* instead of *ji-*. Before the vowel *i*, the vowel of the plural prefix *ma-* combines to form *e*.

Vocabulary

jicho	'eye'	*tawi*	'branch'
jiwe	'stone'	*tunda*	'fruit'
jina	'name'	*nanasi*	'pineapple'
jiko	'kitchen, stove'	*soko*	'market'
		sikio	'ear'
jino	'tooth'	*yai*	'egg'
jani	'leaf'	*duka*	'shop'

A. Give the plurals for the following nouns:

1. *jicho*
2. *jiwe*
3. *jina*
4. *jiko* (stove)
5. *jino*
6. *jani*
7. *tawi*
8. *tunda*
9. *nanasi*
10. *soko*
11. *sikio*
12. *yai*
13. *jicho*
14. *jiko* (kitchen)
15. *duka*

B. REVIEW: Give the plurals for the following nouns:

1. *nyumba*
2. *chumba*
3. *mti*
4. *mfuko*
5. *mwanamke*
6. *mtoto*
7. *jina*
8. *tawi*
9. *kahawa*
10. *kikombe*
11. *chuo*
12. *kioo*
13. *jani*
14. *jina*
15. *mkeka*
16. *mwalimu*
17. *mpira*
18. *mwana*
19. *mwembe*
20. *msichana*
21. *choo*
22. *kiatu*
23. *jiwe*
24. *soko*
25. *jino*
26. *mmea*
27. *chakula*
28. *moto*
29. *mlima*
30. *kijiko*
31. *kitanda*
32. *mkono*
33. *sikio*
34. *tunda*
35. *chai*
36. *siku*
37. *yai*
38. *kalamu*
39. *karatasi*
40. *mboga*
41. *jiko* (kitchen)
42. *jiko* (stove)
43. *nanasi*
44. *moyo*
45. *mwitu*

3. Nouns in the *ji-/ma-* noun class occur with the following concords:

3.1 On Adjectives: The concords are the same as noun prefixes:

-- Before monosyllabic roots, the concord is *ji-:*

jino jipya 'new tooth'

-- Before vowel initial roots the concord is *j-:*

jembe jema 'good hoe'

-- There is no prefix before polysyllabic roots beginning with consonants:

jemba refu 'long hoe'

3.2 On the particle *-a:* *l-* in the singular
y- in the plural

3.3 On the verb: *li-* in the singular
ya- in the plural

4. The root *-enye* is used to describe states or conditions. It is always followed by a noun and can be translated in English as 'having' or 'with'. Like *-enyewe* it takes *-a* concords, except for singular human reference:

Mwalimu mwenye akili. 'A teacher with intellect'

Chumba chenye giza. 'A dark room, i.e. room having darkness'

Mlima wenye mawe. 'A stony mountain, i.e. a mountain with stones'

Alone with concords for humans (*m-/wa-* nouns) it can be used to mean 'the possessor/owner' of something:

Mwenye duka 'Shop owner/shopkeeper'

A. Pluralize the following sentences:

Examples: *Tunda lilianguka.* → *Matunda yalianguka.*
Tunda ni tamu. → *Matunda ni matamu.*

1. *Jicho lake ni zuri.*
2. *Jino lake linatoka.*
3. *Jani linaanguka mtini.*
4. *Tawi limeanguka mtini.*
5. *Soko ni kubwa.*
6. *Yai ni zuri.*
7. *Tunda limeanguka mtini.*
8. *Nanasi si tamu*
9. *Jiko langu si zuri*
10. *Jiwe limeanguka.*

B. Replace the nouns with concords.

Example: *Nilitaka tunda.* → *Nililitaka.*

1. *Nilipenda macho yake.*
2. *Jino langu lilitoka.*
3. *Nilitaka nanasi.*
4. *Matunda yalianguka mtini.*
5. *Atapata matunda.*
6. *Nilinunua jiko.*
7. *Nilijua jina lake.*
8. *Nilitafuta soko.*
9. *Nilinunua mayai.*
10. *Majani yalianguka mtini.*

C. Pluralize all nouns (and concords).

Example: *Niliuona mti wenye majani mengi.*
→ *Niliiona miti yenye majani mengi.*

1. *Niliitafuta nyumba yenye vyumba vingi.*
2. *Niliupata mwembe wenye matawi mengi.*
3. *Nililiona soko lenye matunda mengi.*
4. *Nililikata tawi lenye majani mengi.*
5. *Niliuona mlima wenye mawe wengi.*
6. *Nilimwona mwanamke mwenye macho mazuri.*
7. *Nilimwona mwanamume mwenye masikio makubwa.*
8. *Nilikitafuta kikombe chenye kahawa.*
9. *Nilikitafuta chumba chenye vitanda viwili.*
10. *Niliiona njia yenye mawe makubwa.*

Vocabulary

-ema	'good'	*jembe*	'native hoe'
-pya	'new'	*jimbo*	'region'

A. Add the given adjective and appropriate concord (and noun prefixes if necessary) for each noun below.

Example: *jina (-pya)* → *jina jipya.*

1. *jimbo* (-kubwa) (-ingi) (-chache) (-dogo)
2. *jembe* (-pya) (-ema) (-zuri) (-ingi)
4. *yai* (-ingi) (-chache) (-zuri) (-ngapi?)
5. *tawi* (-kubwa) (-refu) (-dogo) (-ingi)

B. Change all nouns and concords to plural.

Example: *Nilinunua yai zuri.* → *Tulinunua mayai mazuri.*

1. *Alitaka jiko jipya.*
2. *Alitafuta nanasi tamu.*
3. *Alipata tunda bovu.*
4. *Aliona tawi lenye jani.*
5. *Nitanunua jiko jema sokoni.*
6. *Jani moja lilianguka mtini.*
7. *Tawi kubwa lilianguka.*
8. *Ndizi si mbichi*
9. *Jembe si kali.*
10. *Jino lake linatoka.*
11. *Alimwona mtu mwenye masikio makubwa.*
12. *Alimtafuta mwalimu mwenye kitabu cha Kiswahili.*
13. *Alinunua mti wenye tawi lenye jani zuri.*
14. *Aliupata mti wenye tawi lenye jani zuri.*
15. *Utamwona mwanamke mwenye jicho kubwa.*
16. *Uliupata mwembe mzuri wenye tunda moja.*
17. *Je, unalijua duka lenye kitabu kizuri?*
18. *Je, unalijua duka lenye ndizi?*
19. *Ninatafuta shule ndogo yenye wanafunzi wachache.*
20. *Kisu changu si kikali.*

A. Form sentences.

Examples: *Mwanamke/-enye* → *Nilimwona mwanamke mwenye macho makubwa.*

Ndizi/-zuri → *Ndizi si nzuri.*

1. *Mwanamume/-enye*
2. *Tawi/-enye*
3. *Soko/-enye*
4. *Shule/-enye*
5. *Mti/-enye*
6. *Mwalimu/-enye*
7. *Jembe/-kali*
8. *Jiko/-pya*
9. *Mwivi/-erevu*
10. *Ndizi/-bichi*
11. *Kahawa/-chungu*
12. *Tunda/-tamu*
13. *Msichana/-embamba*
14. *Mvulana/-nene*
15. *Mwanamume/-geni/-enye*
16. *Mti/-refu/-enye*
17. *Mwembe/-fupi/-enye*
18. *Kisu/-kali*
19. *Nyama/-gumu*
20. *Chai/-tamu*

B. Change all your sentences above to plural.

C. Translate.

1. The fruit isn't ripe.
2. The bananas are rotten.
3. I looked for a market which had lots of fruit.
4. I saw a woman with beautiful big eyes.
5. Coffee is bitter, tea is sweet.
6. Pineapples are good.
7. The meat is tough.
8. The man bought the mango tree which had branches with lots of leaves.
9. I wanted to look for the school which had many students with books.
10. The teacher is not good.
11. My eyes are not big.
12. I saw a man with big ears yesterday in town.
13. I bought a new stove the day before yesterday.
14. I looked for a market which had fish.
15. Tomorrow I will buy raw bananas.

ANIMATE CONCORD
U-/N- NOUN CLASS
U-/N- CONCORDS
LOCATIVE PREFIXES *KU-*, *PA-*, *MU-*
-NA 'HAVE' FOR EXISTENTIAL CONSTRUCTIONS

Lesson 14

1. So far we have seen that different nouns in Swahili occur with different concords depending upon which noun class they belong to. There is one general exception to this:

> ALL NOUNS WHICH REFER TO LIVING BEINGS, BE THEY ANIMAL OR HUMAN, OCCUR WITH CONCORDS FOR THE *M-/WA-* HUMAN NOUN CLASS.

Thus, humans in the *ki-/vi-* noun class occur with concords for *m-/wa-* nouns:

Kilema anakuja.	'A crippled person is coming.'
Vipofu wanakwenda.	'The blind people are going.'

Similarly, animals in the *ki-/vi-* noun class occur with *m-/wa-* concords:

Kiboko anaogelea.	'The hippopotamus is swimming.'
Vifaru wanakimbia.	'The rhinoceroses are running.'

And animals in the *N-* class occur with *m-/wa-* concords:

Simba ananguruma.	'The lion is roaring.'
Ndege wanaruka.	'Birds are flying.'

This phenomenon is called animate concord.

Vocabulary

ndege	'bird'	*-ruka*	'fly'
simba	'lion'	*-nguruma*	'roar, rumble, purr'
mbwa	'dog'		
paka	'cat'	*-safisha*	'clean'
bata	'duck'	*-shika*	'hold, grasp'
kilema	'cripple'	*-weza*	'be able'
kijana	'youth'	*-zungumza*	'converse'

A. Change all nouns and concords to plural.

Example: *Ndege anaruka* → *Ndege wanaruka*

1. *Paka anajisafisha kila siku.*
2. *Simba ananguruma mwituni.*
3. *Mtoto anampenda bata wake.*
4. *Mbwa mkubwa anakimbia.*
5. *Kilema hajiwezi.*
6. *Kijana mwenye macho makubwa anazungumza nyumbani.*
7. *Kilema mwenye mguu mbaya hawezi kwenda.*
8. *Nilimtafuta paka mzuri mwenye macho makubwa.*
9. *Mbwa wangu anakula nyama kila asubuhi.*
10. *Bata wangu hawezi kuruka.*
11. *Simba mkali anakaa mwituni.*
12. *Paka yangu ananguruma sasa.*
13. *Kijana mwerevu alitaka kufanya kazi yangu.*
14. *Nilimnunulia mbwa wangu chakula kizuri.*
15. *Nilimletea paka wangu nyama ngumu.*
16. *Kijana mmoja anasafisha nyumba yake kila siku.*
17. *Siwezi kumshika simba.*
18. *Kijana mwenye mkono mkubwa aliniletea chai yangu leo.*
19. *Nilimwona kilema mmoja mwenye masikio mabaya shuleni.*
20. *Simba mmoja mkubwa ananguruma mwituni sasa.*

B. Answer the following questions.

Example: *Ulimwona nani mwituni?* → *Nilimwona simba.*

1. *Ulimwona nani sokoni?*
2. *Ulimwona nani mwituni?*
3. *Nani ananguruma nyumbani?*
4. *Nani ananguruma mwituni?*
5. *Nani anakula nyama kila siku?*
6. *Nani hajiwezi?*
7. *Huwezi kumshika nani mkononi?*
8. *Nani anajisafisha kila siku?*
9. *Nani anasafisha nyumba?*
10. *Nani anaruka?*

2. *U-/N-* Noun Class

All nouns in this class have the singular prefix *u-* (*w-* before vowels). Their plurals are formed with the same nasal prefix found on *N-* class nouns; thus it has varying forms depending upon the sound which follows it.

Many nouns in this class refer to items which are part of a larger whole.

udevu	'hair of beard'	*ndevu*	'beard'
unywele	'hair of head'	*nywele*	'hair (on head)'
ukuni	'piece of firewood'	*kuni*	'firewood'

Others refer to long objects:

ubao	'board, plank'	*mbao*	'boards, planks'
usi	'thread'	*nyusi*	'threads'
ukuta	'wall'	*kuta*	'walls'

Some refer to masses, with no singular form:

uji	'porridge'
udongo	'clay, earth, dirt'
wali	'cooked rice'

Nouns with the *u-* prefix are also used to express abstract concepts; many such nouns are formed from adjective roots or noun roots found in other classes:

utoto	'childhood'	(*-toto* 'child')
usee	'old age'	(*-zee* 'elder')
uzuri	'beauty'	(*-zuri* 'beautiful')
ubaya	'badness, evil'	(*-baya* 'bad')

3. The concords for *u-/N-* nouns are the same as those for nouns in two other noun classes. Specifically:

Singular nouns occur with the concords used for singular nouns in the *m-/mi-* noun class (10,4).

Plural nouns occur with the concords for plural nouns in the *N-* noun class (11,3).

Vocabulary

ukuni	'piece of firewood'
unywele	'hair of head'
udevu	'hair of beard'
uzi	'thread'
ukuta	'wall'
wali	'rice'
uji	'porridge'
uzee	'old age'
ubao	'board, plank'
wembe	'razor'

A. Respond with the plural (if one exists).

1. *ukuni*
2. *unywele*
3. *udevu*
4. *uzi*
5. *ukuta*
6. *wali*
7. *uji*
8. *uzee*
9. *ukuni*
10. *ubao*
11. *wembe*
12. *ukuta*

B. Pluralize.

Example: *Ukuta ni mrefu.* → *Kuta ni ndefu.*

1. *Udevu wake ni mfupi.*
2. *Unywele wako ni mrefu.*
3. *Uzi wako ni mwembamba.*
4. *Ukuta wako ni mfupi.*
5. *Ukuni ni mgumu.*
6. *Wali ni mzuri.*
7. *Uji si mbaya.*
8. *Uzee si mzuri.*
9. *Wembe wangu si mkali.*
10. *Ubao wako si mrefu.*

C. Replace nouns with concords.

Example: *Nilitafuta kuni mwituni.*
→ *Niliitafuta mwituni.*

1. *Nilikata nywele.*
2. *Atanunua uzi.*
3. *Tunitafuta nyuzi sokoni.*
4. *Tulikula wali.*
5. *Alikunywa uji.*
6. *Ukuta ulianguka.*
7. *Tuliona kuta njiani.*
8. *Alitaka ndevu.*

4. In Swahili, there are three prefixes used to refer to locations. They are:

ku- 'general location', i.e. 'there'

pa- 'specific location', i.e. 'here' or 'there specifically'

mu- 'location inside'

These prefixes are used in a number of constructions.* Usually *ku-* translates as 'there' in English, and *pa-* as 'here'.

5. Locative prefixes are used to form sentences which translate as 'there is/are...' or 'here is/are...' in the sense that something exists, as in the sentence "There is a tavern in the town." These constructions are called existential constructions.

In Swahili, existential constructions are formed by attaching a locative prefix to the root *-na* 'have' (5.3):

Kuna nyumba.	'There is a house.'
Pana nyumba.	'There is a house here/there specifically.'

The concord *mu-* is more commonly used to talk about things inside containers:

Muna chai chupani.	'There is tea in the thermos.'

Negative existential constructions are formed by attaching the negative prefix *ha-* to the affirmative constructions.

Hakuna nyumba	'There isn't a house (there).'
Hapana nyumba	'There isn't a house (here/there).'
Hamuna chai.	'There isn't any tea inside.'

*Other uses of the locative prefixes *ku-*, *pa-* and *mu-* are explored in 15,2 (*-ko*, *-po*, *-mo*) and 19,2 (locative concord). Other uses of *-Na* 'have' are discussed in 5,2 (possessive constructions),15,3 and 19,3 (Past and Future *-Na* constructions) and 17,1 (*-Na* with Object Concords).

Vocabulary

duka(ma-)	'shop(s)'	*dukani*	'in/at/to shop'
ulimwengu	'world'		
sanduku(ma-)	'box(es)'	*ulimwenguni*	'in world'
chupa	'bottle(s)'	*sandukuni*	'in box'
debe(ma-)	'tin can'	*chupani*	'in bottle'
nchi	'country(s)'	*debeni*	'in can'
Marekani	'America'	*mwituni*	'in forest'
Ulaya	'Europe'		
hapa	'here, specific location'		

A. Change to specific existential constructions.

Example: *Kuna duka mjini.* → *Pana duka hapa.*

1. *Kuna watu wengi ulimwenguni.*
2. *Kuna sanduku kubwa dukani.*
3. *Kuna debe kubwa nyumbani.*
4. *Kuna nchi nzuri Ulaya.*
5. *Kuna chupa nyingi dukani.*
6. *Kuna miti mirefu mwituni.*
7. *Kuna simba mkali mwituni.*
8. *Kuna vijiko vingi nyumbani.*
9. *Kuna vitabu vingi shuleni.*
10. *Kuna maduka mengi mjini.*

B. Substitute.

Examples: *Kuna chai nyumbani. (chupani)*
→ *Kuna chai chupani. (mu-)*
→ *Kuna chai chupani.*

Basic Construction: *Kuna watu wengi ulimwenguni.*

1.	*nyumbani.*	5.	*Ulaya*	9.	*ku-*
2.	*pa-*	6.	*pa-*	10.	*ulimwenguni*
3.	*Marekani*	7.	*sokoni*	11.	*hapa*
4.	*ku-*	8.	*shuleni*	12.	*pa-*

Basic Construction: *Kuna majani ya chai chupani.*

1.	*mu-*	5.	*ku-*	9.	*pa-*
2.	*sandukuni*	6.	*debeni*	10.	*dukani*
3.	*pa-*	7.	*mu-*	11.	*ku-*
4.	*nyumbani*	8.	*chupani*	12.	*nchini*

A. Form sentences using animate concord.

Example: *Simba* → *Simba ananguruma.*

1. *Kilema*
2. *Mwanamke*
3. *Paka*
4. *Mbwa*
5. *Ndege*
6. *Samaki* (fish)
7. *Bata*
8. *Kijana*
9. *Kifaru* (rhinoceros)
10. *Kiboko* (hippopotamus)
11. *Nyoka* (snake)
12. *Mnyama* (animal)
13. *Ndudu* (insect)
14. *Kipofu* (blind person)
15. *Kiziwi* (deaf person)
16. *Paa* (gazelle)

B. Form existential constructions.

Example: *Nyumbani* → *Kuna watu wengi nyumbani.*

1. *Ulimwenguni*
2. *Sokoni*
3. *Shuleni*
4. *Dukani*
5. *Njiani*
6. *Mjini*
7. *Tanzania*
8. *Marekani*
9. *Ulaya*
10. *Nchini*
11. *Debeni*
12. *Chupani*
13. *Sandukuni*
14. *Mezani*
15. *hapa*

C. Change nouns (and concords) to plural.

Example: *Undevu wangu* → *Ndevu zangu.*

1. *Unywele wangu.*
2. *Uji wako.*
3. *Ubao wetu.*
4. *Wembe wenu.*
5. *Wali wetu.*
6. *Uzee wetu.*
7. *Ukuta wangu*
8. *Ukuni wako*
9. *Uzi wangu.*
10. *Udevu wako.*

A. Fill in locative concords as indicated.

1. ___*na watu wengi ulimwenguni.* (general)
2. ___*na chai chupani.* (general)
3. ___*na kahawa chupani.* (inside)
4. ___*na watu wengi nyumbani.* (general)
5. ___*na wanawake wengi nyumbani.* (specific)
6. ___*na Wamarekani wengi Marekani.* (general)
7. ___*na Wamarekani wengi Marekani.* (specific)
8. ___*na nyuzi sandukuni.* (general)
9. ___*na wembe sandukuni.* (specific)
10. ___*na maji debeni.* (general)
11. ___*na maji debeni.* (inside)
12. ___*na miti njiani.* (general)
13. ___*na miembe njiani.* (specific)
14. ___*na wanafunzi wengi shuleni.* (general)
15. ___*na walimu wengi shuleni.* (specific)

B. Translate.

1. There are many people in the world. (general)
2. There are many people here in the world. (specific)
3. There are many people here in the house. (specific)
4. There are many people in the house. (general)
5. There is tea inside the bottle. (inside)
6. There are leaves inside the box. (inside)
7. There is tea in the bottle. (general)
8. There are leaves in the box. (general)
9. There are leaves on the trees. (general)
10. There are leaves there on the trees. (specific)
11. There are many houses in town. (general)
12. There are many houses in town there. (specific)
13. There are many fruits on the trees this year. (general)
14. There are many fruits on the trees there this year. (specific)
15. There are people in the shops. (general)
16. There are people in the shops there. (specific)
17. There is water in the tin can. (general)
18. There is water inside the tin can. (specific)
19. There are many countries in the world. (general)
20. There are many countries here in the world. (specific)

C. What do you notice about how the different locative concords *ku-*, *pa-* and *mu-* translate in English?

LOCATIVE SUFFIX -*NI*
LOCATIVE ROOTS -*KO*, -*PO*, -*MO*
AFFIRMATIVE VERB CONSTRUCTIONS WITH *KUWA*

Lesson Fifteen

1. In Lesson 1 we looked briefly at constructions with the suffix -*ni*, such as:

nyumbani 'in/at/toward /from/to (the) house'

mfukoni 'in/on/near (the) bag'

As is apparent in the translations here, -*ni* is more general in meaning than any single English preposition; thus, it translates differently in different situations. The best way to think about -*ni* then is generally, without trying to equate it to any single English preposition. What it means is something like: 'this noun (to which -*ni* is attached) is to be regarded as a place'. Almost any kind of object, with the exception of proper names for places like 'Tanzania' and nouns referring to people and animals, can be made into place references by using -*ni*:

chupa 'bottle' : *chupani* 'in/on/near

mlango 'door' : *mlangoni* 'on/to/near/by door'

Obviously, however, -*ni* is found more frequently with nouns which designate more general locations:

shule 'school' : *shuleni* 'at/to/from/in school'

soko 'market' : *sokoni* 'at/to/from/near/market'

When proper names for places are used, -*ni* is not attached. Compare:

Nilikwenda Tanzania. 'I went to Tanzania.'

Nilikwenda nyumbani. 'I went home.'

A. Form locative phrases using *-ni*.

Example: *Mti* → *Mtini*.

1. *Maji*
2. *Mlango*
3. *Mwembe*
4. *Njia*
5. *Mji*
6. *Mkeka*
7. *Nchi*
8. *Debe*
9. *Tawi*
10. *Meza*
11. *Nyumba*
12. *Chumba*
13. *Soko*
14. *Shule*
15. *Chupa*
16. *Kikombe*
17. *Ukuta*
18. *Mwitu*
19. *Jiko*
20. *Jicho*
21. *Moto*
22. *Mkono*
23. *Mguu*
24. *Kioo*

B. Substitute.

Example: *Kuna samaki majini. (sanduku)*
→ *Kuna bata sandukuni.*

Basic Construction: *Kuna watu mjini.*

1. *Nchi*
2. *Duka*
3. *Mkeka*
4. *Maji*
5. *Chumba*
6. *Nyumba*
7. *Soko*
8. *Shule*
9. *Njia*
10. *Mwitu*
11. *Ukuta*
12. *Meza*

Basic Construction: *Kuna kahawa chupani.*

1. *Meza*
2. *Kikombe*
3. *Sanduku*
4. *Soko*
5. *Jiko*
6. *Mji*
7. *Sanduku*
8. *Debe*
9. *Moto*
10. *Nchi*
11. *Mwitu*
12. *Chumba*

2. In English, when you want to describe where something (or someone) is located, you use sentences with the word 'is' (or 'am/are') as in:

The book is there/here.

In Swahili, on the other hand, three different roots are used for describing where things are located. They are formed from the locative concords (14, 3):

-ko 'be located generally in a place'

-po 'be located specifically in a place'

-mo 'be located inside a place'

Locative constructions with *-ko*, *-po* and *-mo* are formed by attaching concord prefixes which refer to the noun whose location is being described. The concords used are the same as those found on the verb, except that the concord used to refer to 'he/she' is *yu-* instead of *a-*. So, for instance, the English sentence above could be translated in three ways in Swahili, depending upon the kind of locative reference made:

Kitabu kiko nyumbani. 'The book is at home.'

Kitabu kipo mezani. 'The book is (right here/there) on the table.'

Kitabu kimo sandukuni. 'The book is in the box.'

Negative locative constructions with *-ku*, *-po*, and *-mo* are formed by attaching the negative prefix *-ha* to the affirmative constructions:

Kitabu hakiko nyumbani 'The book isn't at home.'

Kitabu hakipo mezani. 'The book isn't on the table.'

Kitabu hakimo sandukuni. 'The book isn't in the box.'

A. Change general location to specific.

Examples: *Kisu kiko mezani.* → *Kisu kipo mezani.*
Kahawa iko chupani. → *Kahawa imo chupani.*

1. *Miti iko mwituni.*
2. *Matunda yako mitini.*
3. *Majani yako matawini.*
4. *Vikombe viko mezani.*
5. *Nyuzi ziko sandukuni.*
6. *Nyumba nyingi ziko mjini.*
7. *Kahawa iko vikombeni.*
8. *Nyama iko mezani.*
9. *Simba wako mwituni.*
10. *Paka wako nyumbani.*
11. *Maji yako debeni.*
12. *Mayai yako sandukuni.*
13. *Mikeka iko vyumbani.*
14. *Vitanda viko nyumbani.*
15. *Nguo ziko sandukuni.*
16. *Chai iko chupani.*
17. *Habari ziko kitabuni.*
18. *Kalamu ziko mezani.*
19. *Mananasi mazuri yako dukani.*
20. *Ndizi mbichi ziko sokoni.*

B. Change all nouns and concords to singular (when possible) in the sentences above.

C. Form sentences.

Example: *-mo/chupa* → *Chai imo chupani.*

1. *-po/soko*
2. *-po/mti*
3. *-mo/kitabu*
4. *-ko/mji*
5. *-ko/duka*
6. *-mo/sanduku*
7. *-mo/debe*
8. *-ko/meza*
9. *-ko/chumba*
10. *-ko/nyumba*
11. *-po/kitanda*
12. *-po/kiti*
13. *-po/mlima*
14. *-po/mkeka*
15. *-po/choo*
16. *-mo/kikapu*
17. *-ko/mlango*
18. *-mo/mkono*
19. *-ko/ulimwengu*
20. *-mo/moto*

3. We have seen various words and roots in Swahili which translate as 'to be' in English.

ni used in equational sentences (13,1);
na used in possessive and existential construction (5,2 and 14,3);
-ko/-po/-mo used in locative constructions (15,2)

All of these roots are used to describe things in the present:

Mimi ni mwalimu. 'I am a teacher.'

Nina kiu. 'I am thirsty.'

Kuna watu wengi ulimwenguni. 'There are many people in the world.'

Watu wengi wako nyumbani. 'Many people are in the house.'

To describe things in the past or future, verb constructions formed with the verb *kuwa* 'to be' must be used. The root *-wa* 'be' behaves as other monosyllabic roots (4.3), retaining the *ku-* prefix in past and future constructions.

3.1 In equational sentences, the verb construction with *kuwa* replaces the word *ni*:

Nilikuwa mwalimu. 'I was a teacher.'

3.2 In possessive and existential constructions, the word *na* 'and, either' (5,1) is no longer used as a root (5,2) but instead it is used as an independent word following the verb construction with *kuwa*:

Nilikuwa na kiu. 'I was thirsty.'

Kulikuwa na watu wengi. 'There were many people.'

3.3 In locative constructions, the roots *-ko*, *-po*, and *-mo* are attached as suffixes to the verb construction with *kuwa*.

Watu wengi walikuwako nyumbani. 'Many people were in the house.'

In locative constructions, the root vowel of *-wa* 'be' may be pronounced *e* instead of *a*:

Watu wengi walikuweko. 'Many people were there.'

A. Change all the sentences in exercise A, in 13,1 to the past.

B. Change all the sentences in exercise A, in 14,3 to the past.

C. Change all the sentences in exercise A, in 15,2 to the future.

D. Substitute:

Example: *Kisu kilikuwepo mezani. (tunda)*
→ *Tunda lilikuwepo mezani.*

Basic Construction: *Kikombe kilikuwepo mezani.*

1. *Vikombe*	6. *Vitabu*	11. *Mikeka*
2. *Kahawa*	7. *Maji*	12. *Chupa*
3. *Mayai*	8. *Ndizi*	13. *Debe*
4. *Tunda*	9. *Masanduku*	14. *Jiko*
5. *Kijiko*	10. *Mawe*	15. *Mtoto*

Basic Construction: *Maji yatakuwamo chupani.*

1. *Kahawa*	6. *Uzi*	11. *Tawi*
2. *Chai*	7. *Kitabu*	12. *Matunda*
3. *Majani ya chai*	8. *Vikombe*	13. *Majani*
4. *Sandukuni*	9. *Matunda*	14. *Wadudu*
5. *Kisu*	10. *Mwembeni*	15. *Mvulana*

E. Change time reference to future, and locational reference to specific.

Example: *Mwalimu yuko shuleni*
→ *Mwalimu atakuwapo shuleni.*

1. *Niko nyumbani.*
2. *Mtoto yuko njiani.*
3. *Wavulana wako dukani.*
4. *Uko chumbani.*
5. *Matunda yako miembeni.*
6. *Mnyama yuko mwituni.*
7. *Simba yuko mjini.*
8. *Kilema yuko shuleni.*
9. *Vijana wako nyumbani.*
10. *Tuko sokoni.*

F. Change all the sentences in Exercise A in 5.2 to the future.

A. Change existential constructions to location descriptions.

Examples: *Kuna watu wengi ulimwenguni.*
→ *Watu wengi wako ulimwenguni.*
Muna chai chupani
→ *Chai imo chupani.*
Palikuwa na mji mkubwa Tanzania.
→ *Mji mkubwa upo Tanzania.*

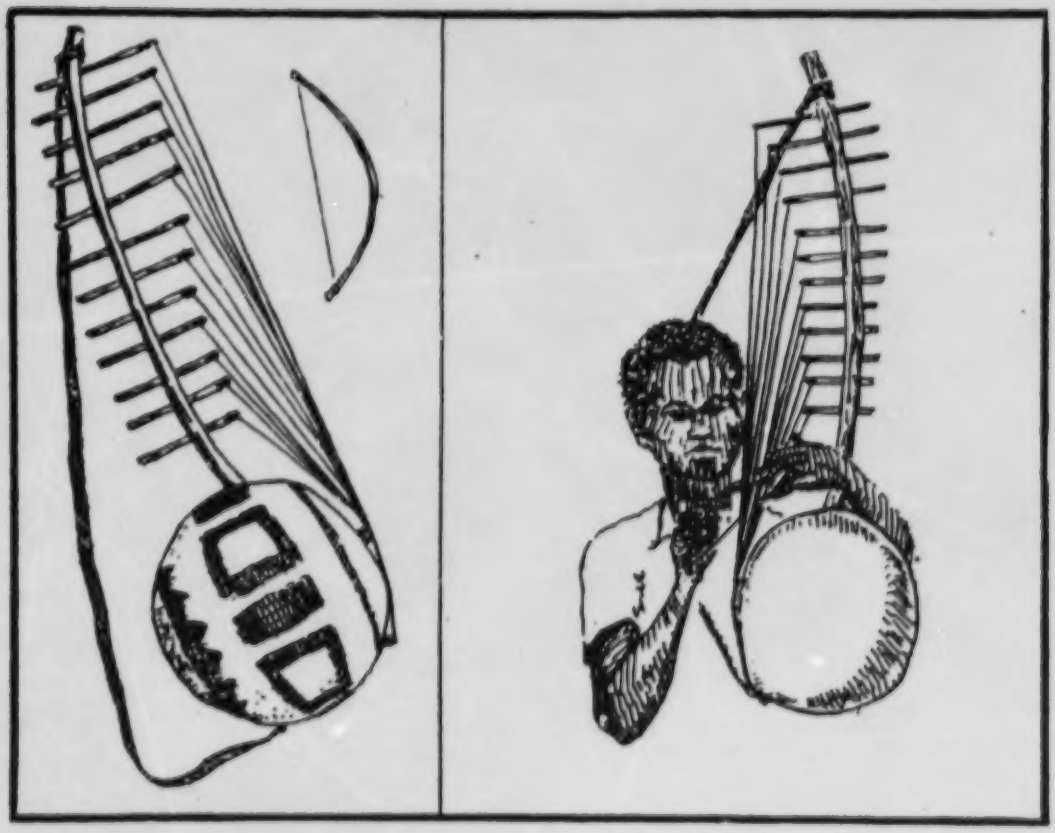
1. *Kuna miti mingi mwituni.*
2. *Kulikuwa na wanyama wengi mwituni.*
3. *Patakuwa na watu wengi sokoni.*
4. *Muna chai chupani.*
5. *Muna nyuzi sandukuni.*
6. *Kuna viti vingi chumbani.*
7. *Kuna vilema wengi ulimwenguni.*
8. *Palikuwa na shule chache Tanzania.*
9. *Mulikuwa na chai nzuri chupani.*
10. *Kulikuwa na kahawa chungu mezani.*
11. *Kulikuwa na walimu wengi shuleni.*
12. *Palikuwa na vitabu vichache vizuri mezani.*
13. *Kulikuwa na mwanamke mzuri mwenye macho makubwa kitini.*
14. *Palikuwa na watu wachache wakubwa mkekani.*
15. *Kulikuwa na matunda makubwa mazuri mwembeni.*
16. *Mutakuwa na kahawa nzuri chupani.*
17. *Mutakuwa na matunda makubwa mazuri kikapuni.*
18. *Kutakuwa na wanyama wengi mwituni.*
19. *Kutakuwa na mbwa wakali mwituni.*
20. *Kuna vitanda vingi nyumbani.*
21. *Kuna mtoto mmoja mzuri mlangoni.*
22. *Kuna habari nzuri kitabuni.*
23. *Pana mifuko mizuri dukani.*
24. *Muna chai kikombeni.*
25. *Kuna kazi nyingi shuleni.*

B. Change plural concords to singular and singular concords to plural.

Example: *Tupo chumbani.* → *Nipo chumbani.*

1. *Tuko Marekani.*
2. *Yupo chumbani.*
3. *Mko mjini.*
4. *Nipo mlangoni.*
5. *Wako Tanzania.*
6. *Upo kitandani.*
7. *Tupo kazini.*
8. *Uko shuleni.*
9. *Mlikuwapo chumbani.*
10. *Walikuwako nyumbani.*
11. *Alikuwako kitandani.*
12. *Tulikuwapo njiani.*
13. *Nilikuwapo mwembeni.*
14. *Utakuwako shuleni.*
15. *Mtakuwapo chumbani.*
16. *Watakuwako dukani.*

A. Make up sentences using all the nouns given in exercises A. and B. in 15,1 in locative phrases with *-ni*. Be sure to make up sentences referring to past, present and future.



-*E* FOR SEQUENCES OF EVENTS
ADDITIONAL USES OF THE PREPOSITIONAL SUFFIX
CAUSATIVE SUFFIX -*ISH-/-ESH-*

Lesson 16

1. -*E* verb constructions are also used when describing a sequence of events.*

1.1 -*E* must be used to describe the second of two commands. In this instance, the second command may or may not be the reason why the speaker is commanding the first event; thus two translations are possible in English:

Kaa usome!	'Sit and read!' 'Sit so you can read!'
Njoo umwone!	'Come and see him/her!' 'Come so you can see him/her!'

1.2 -*E* is used in sentences with *mpaka* 'up to, until' and *ili* 'so that' when the event introduced by these words is the reason or purpose behind an earlier event:

Nilikuja <u>ili</u> nikusaidie.	'I came so I could see you.'
Unakaanga vitunguu <u>mpaka</u> viive.	'You fry the onions until they are cooked.'

-*E* may be used without *mpaka/ili*:

Nilifika nikusaidie.	'I came so I could see you.'
Unakaanga vitunguu viive.	'You fry the onions until/ so that they are cooked.'

1.3 -*E* is also used following the verb -*taka* 'want':

Ninataka uende.	'I want you to go.'

*The use of -*e* for requests and suggestions is discussed in 10,1, and its use following words expressing necessity is discussed in 12,1. Further discussion of -*e* for describing sequences of events is in 17,2.3.

Vocabulary

-pumzika	'rest'	*-sikiliza*	'listen'
-ngoja	'wait'	*-fahamu*	'understand'
-koroga	'stir'	*-kaanga*	'fry'
-choma	'roast'	*-chemka*	'boil'
-acha	'leave something'	*-iva*	'be cooked'
		-sema	'say, speak'

A. Combine the two commands given to form a sequence of commands.

Example: *Kaa! Soma!* → *Kaa usome.*

1. *Njoo! Kaa!*
2. *Njoo! Kunywa!*
3. *Njoo! Kula!*
4. *Kaa! Soma!*
5. *Kaa! Sikiliza!*
6. *Kaa! Pumzika!*
7. *Ngoja! Sikiliza!*
8. *Ngoja! Fikiri!*
9. *Sikiliza! Jifunza!*
10. *Sikiliza! Fahamu!*

B. Combine the two sentences given to show that the second explains the reason for the first.

Example: *Nilikuja. Ninakuona.* → *Nilikuja nikuone.*

1. *Nilikuja. Tunazungumza.*
2. *Nilikuja. Ninakusikiliza.*
3. *Nilikuja. Ninapumzika.*
4. *Nitakwenda. Nitamwona.*
5. *Nitakwenda. Nitamwambia habari.*
6. *Watakwenda. Watamwita.*
7. *Watakwenda shuleni. Watasoma.*
8. *Tulikuja. Tunawasaidia.*
9. *Utasikiliza. Utajifunza.*
10. *Utapika chakula. Utakula.*
11. *Nitachoma nyama. Nyama itaiva.*
12. *Nitaacha maji. Maji yatachemka.*
13. *Nitakoroga uji. Uji utaiva.*
14. *Nitakaanga nyama. Nyama itaiva.*
15. *Nitapika ndizi. Ndizi zitaiva.*
16. *Nitakoroga maziwa. Maziwa yatachemka.*
17. *Nitakaanga ndizi. Ndizi zitaiva.*
18. *Nitachoma samaki. Samaki itaiva.*

2. In 12,3 we saw that the prepositional suffix is used to describe situations where someone other than the object of the action is somehow affected by the event being described. In this instance the object concord always refers to the person who is affected by the action; he or she may have any of several roles in the event; he or she may be:

a. The reason why the event occurred, usually translated in English as 'for', 'because of', 'in place of', 'on behalf of'.

b. The person toward whom the action is directed, translated in English as 'to', 'toward', 'for', 'on', 'over', etc.

c. The person whom the event somehow concerns, translated in English as 'from', 'away from', 'to the detriment of'.

2.1. The prepositional suffix is also used to express motion toward places and things as well as toward people. In this situation, the verb does not usually have an object concord:

Nitapandi<u>a</u> ule mnazi. 'I will climb (<u>up/on</u>) that coconut tree.'

2.2. The prepositional suffix is also used to show that an instrument is being used in the action:

Nilikati<u>a</u> nyama kisu. 'I cut the meat <u>with</u> a knife.'

2.3. The prepositional suffix is also used to express finality or completeness:

Nilikos<u>ea</u>. 'I was mistaken, i.e., I <u>really</u> made a mistake.'
From *-kosa* 'make a mistake'

It may also be reduplicated for emphasis:

Nilimshikili<u>a</u>. 'I <u>really</u> grabbed him/her'
From *-shikia*, prepositional stem from *-shika*.

Ninapendel<u>ea</u> nyama. 'I prefer meat'
From *-pendea*, prepositional stem from *-penda*.

A. Expand the following sentences to include the given noun by using the prepositional suffix.

Example: *Nilipika chakula. (Ali)*
→ *Nilimpikia Ali chakula.*

1. *Nilikata nyama. (kisu)*
2. *Utapika chakula. (watoto)*
3. *Tuliweka chakula. (watu)*
4. *Analia. (mama yake)*
5. *Tulifungua mlango. (Mariamu)*
6. *Alipika chai. (mvulana)*
7. *Wamefika. (nyumba)*
8. *Waliandika barua. (Ali)*
9. *Tumenunua ndizi. (mama)*
10. *Sikupata mfuko. (Amina)*
11. *Sitaandika barua. (Daudi)*
12. *Hatukulia. (mama yetu)*
13. *Hawakuweka chakula. (watoto)*
14. *Sikupika chakula. (mwalimu)*
15. *Sikuoma kitabu. (mwanafunzi)*

B. Reduce the following sentences by removing the object concord.

Example: *Nilimpikia chakula.* → *Nilipika chakula.*

1. *Nilimngojea.*
2. *Nilikukorogea uji.*
3. *Hakukuletea barua.*
4. *Hawatawaandikia barua.*
5. *Walimnunulia ndizi.*
6. *Hatukuwapikia chakula.*
7. *Hutamfikiria.*
8. *Sitakununulia mayai.*
9. *Sitamfanyia kazi.*
10. *Watakupatia mifuko.*
11. *Ulitutafutia chakula.*
12. *Tutakutilia chakula mfukoni.*
13. *Waliwanunulia mboga sokoni.*
14. *Hatutakuletea habari nyumbani.*
15. *Walimfungulia mlango.*
16. *Hatutakufungia sanduku.*
17. *Sitamkatia nyama.*
18. *Tutakuitia mtoto.*
19. *Tutakutafutia mwanamume.*
20. *Watammwagia maji.*

143

3. Another suffix which is used to form verb stems in Swahili is the suffix *-ish-* or *-esh-*, called the causative suffix because it is used when someone is causing an event to occur. Unlike the prepositional suffix, the causative suffix may be attached to both stative and active verb roots.*

Verb constructions formed with causative stems translate differently in English, depending upon the meaning of the verb root and the situation being described. The suffix itself is attached directly before the final vowel of the root, and the resulting construction of root + suffix is called a stem. The suffix has different forms which depend upon the form of the root to which it is attached:

3.1 If the root vowel is *e* or *o*, the suffix is *-esh-*:

-cheka + *-esh-* = *-chekesha*	:	*Nilikuchekesha.*		
ROOT SUFFIX STEM		'I made you laugh.'		
		'I was the reason you laughed.'		

3.2 If the root vowel is *i*, *u*, or *a*, the suffix is *-ish-*:

-imba + *-ish* = *-imbisha*	:	*Nilikuimbisha.*		
ROOT SUFFIX STEM		'I made you sing.'		
		'I let you sing.'		

3.3 If the root ends in two vowels, then *l* is inserted between the root vowel and the suffix vowel:

-vaa + *-ish* = *valisha*	:	*Nilikuvalisha.*		
ROOT SUFFIX STEM		'I helped you dress.'		
		'I got/had you dressed.'		

As we have seen elsewhere, the causative suffix is more general in meaning than any particular English construction; hence it appears to have several different meanings in translation. Basically, all it does is show that someone is somehow causing an event to occur; he (or she) may order it, direct it, help it, enable or allow it, or simply be the reason that it occurred.

*See 17.3 for a discussion of other forms of the causative suffix.

Vocabulary

-tambua	'recognize'	*-tambulisha*	'introduce'
-hama	'move to new home'	*-hamisha*	'help move'
-jenga	'build'	*-jenga*	'make, build'
-beba	'carry on back or head'	*-bebesha*	'put load on back'
-pakua	'serve food'	*-pakulisha*	'have food served'

A. Substitute causative stems.

Example: *Nilikulisha. (-chekesha)* → *Nilikuchekesha.*

Basic Construction: *Alinichokesha.*

1. *-valisha*
2. *-somesha*
3. *-furahisha*
4. *-andikisha*
5. *-pikisha*
6. *-chekesha*
7. *-chelewesha*
8. *-chokesha*
9. *-tambulisha*
10. *-bebesha*

B. Substitute verb roots (and make necessary changes to the form of the causative suffix).

Example: *Walinifurahisha. (-vaa)* → *Walinivalisha.*

Basic Construction: *Unanichokesha.*

1. *-chelewa*
2. *-shiba*
3. *-vaa*
4. *-tambua*
5. *-pika*
6. *-soma*
7. *-choka*
8. *-andika*
9. *-beba*
10. *-cheka*

C. Form causative sentences:

Example: *ni-/ku-/-cheka* → *Ninakuchekesha.*

1. *Wa-/-m-/-choka*
2. *N-/-ku-/-furahi*
3. *Wa-/-ni-/-chelewa*
4. *Tu-/-ku-/-pika*
5. *U-/-ni-/-soma*
6. *Ni-/-ku-/-tambua*
7. *A-/-ni-/-pakua*
8. *Tu-/-wa-/-beba*
9. *Wa-/-tu-/-hama*
10. *Ni-/-wa-/-jenga*
11. *Wa-/-ku-/-pakua*
12. *Tu-/-m-/-furahi*
13. *A-/-wa-/-tambua*
14. *Wa-/-wa-/-vaa*
15. *Tu-/-wa-/-la*
16. *Wa-/-ni-/-andika*
17. *A-/-tu-/-cheka*
18. *Tu-/-wa-/-pika*
19. *Ni-/-m-/-la*
20. *A-/-ni-/-shiba*

NA 'AND, WITH, HAVE' WITH CONCORD SUFFIXES *KU-*, *-KA-*, AND *-E* FOR DESCRIBING SEQUENCES OF EVENTS IRREGULAR CAUSATIVE VERB STEMS

Lesson 17

1. The particle *na*, whether used as an independent word 'and, with' (5,1) or as a root (5,2), may occur with a concord suffix. These suffixes are formed as follows:

na kitabu → *na + ch + o* = *nacho*		
'with book'		'with it'
Je, ulikuja na kitabu changu?		'Did you come with my book?'
Ndiyo, nilikuja nacho.		'Yes, I came with it.'

1.1 The *o* concord suffixes used with nouns are given below. Notice that the suffix used to refer to 'him/her' is irregular.

	Singular	Plural
M-/Wa- Nouns:	*-ye*	*-o*
M-/Mi- Nouns:	*-o*	*-yo*
Ki/Vi- Nouns:	*-cho*	*-vyo*
Ji-/Ma- Nouns:	*-lo*	*-yo*
N- Nouns:	*-yo*	*-zo*
U-/N- Nouns:	*-o*	*-zo*

1.2 When *o* concord suffixes are used with the root *-na* 'have', the noun may still be mentioned.

Ninaye mtoto.	'I have a child.' / 'I have one, a child.'
Ninao watoto.	'I have children.'/ 'I have some, children.'
Ninao mkeka.	'I have a mat.' / 'I have one, a mat.'
Ninayo mikeka.	'I have mats.' / 'I have some, mats.'

A. Add *-o* concord suffixes in the following sentences.

Example: *Nina kitabu.* → *Ninacho kitabu.*

1. *Wana vitabu.*
2. *Tuna miti.*
3. *Ana mwembe.*
4. *Mtoto ana kazi.*
5. *Watu wana magari.*
6. *Tuna nyumba.*
7. *Mna vyumba vingi.*
8. *Wana mifuko.*
9. *Ana homa.*
10. *Msichana ana mkeka.*
11. *Tuna nyuma.*
12. *Wana nyuzi.*
13. *Una duka.*
14. *Wana matunda.*
15. *Mti una matunda.*
16. *Nyumba ina mlango.*
17. *Tawi lina majani.*
18. *Shule ina wanafunzi.*
19. *Mwembe una matawi.*
20. *Ntu ana duka zuri.*

B. Replace the nouns in the sentences above with *-o* concord suffixes.

Example: *Nina vitabu.* → *Ninacho.*

REVIEW EXERCISE (5,1 and 5,2):

Example: *Nina kitabu. Nina karatasi.*
→ *Nina kitabu na karatasi.*

1. *Nina kitabu. Nina kalamu.*
2. *Tunasoma kitabu. Wanasoma barua.*
3. *Mwanamke alikwenda. Mwanamume alikwenda.*
4. *Nina kiu. Una njaa.*
5. *Tulikwenda sokoni. Walikwenda nyumbani.*
6. *Una meza. Una viti.*
7. *Nitanunua viatu. Utanunua nguo.*
8. *Mlikunywa maji. Tulikunywa maziwa.*
9. *Nilikwenda. Nilirudi.*
10. *Unasoma. Ninasoma.*
11. *Wanacheka. Tunacheka.*
12. *Mtoto anapika nyama. Mtoto anapika mboga.*
13. *Tulikwenda sokoni. Mlikwenda dukani.*
14. *Alikunywa maji. Alikula chakula.*
15 *Msichana analia. Mvulana anacheka.*

2. In English, independent words are used to link sequences of events. For example, 'and' is used to link events which occur at the same time, or one after the other:

'I ate and drank.' 'I ate and(then) I drank.'

The words 'to' or 'so that' are used to describe events which are the reason or purpose for other events:

'I came to see you.' 'I came so that I could see you.'

In Swahili, on the other hand, verb affixes (prefixes and suffixes) are usually used instead of independent words.

2.1 For describing events which happen at the same time, *na* + *ku-* verbal nouns are used when the same person is doing both events:

Nilikula na kunywa. 'I ate and drank.'

If two different people are doing the events, then *na* must be used to join two separate verb constructions. In this instance the Swahili construction parallels the English:

Nilikula na ulikunywa. 'I ate and you drank.'

2.2 For describing events which happen consecutively the prefix *-ka-* is used when the same person is doing the events:

Niliamka, nikavaa nguo, nikatoka. 'I woke up, got dressed, and left.'

If two people are doing the events, then *na* is used to link two separate verb constructions:

Niliamka na ulinipikia chakula. 'I woke and you cooked me food.'

2.3 When one event is the reason or purpose that another event occurs, *ku-* verbal nouns are used:

Nilikuja kuimba. 'I came to sing.'

-E verb constructions may also be used in this instance; *-e* stresses the fact that the second event is the reason or purpose behind the first:

Alinialika niimbe. 'He/She invited me so that I could sing.'

A. Join the sentences to show that the events happened at the same time.

Example: *Nilisoma. Niliimba.* → *Nilisoma na kuimba.*
Nilisoma. Aliimba. → *Nilisoma na aliimba.*

1. *Alicheka. Nililia.*
2. *Nilikula. Nilikunywa.*
3. *Walisoma. Waliandika.*
4. *Tunapika. Tunakula.*
5. *Tunafanya kazi. Wanakwenda shuleni.*
6. *Alipumzika. Alilala.*
7. *Ninaamka. Unalala.*
8. *Wanakwenda. Tunakaa.*

B. Join the sentences to show that the events happened consecutively.

Examples: *Niliamka. Nilikula.* → *Niliamka nikala.*
Niliamka. Ulikula. → *Niliamka na ulikula.*

1. *Niliamka. Nilivaa nguo.*
2. *Nilimwita. Alikuja.*
3. *Walipika. Walikula.*
4. *Tulipika. Walikula.*
5. *Alikimbia nyumbani. Alioga.*
6. *Tulifika nyumbani. Walitupikia.*
7. *Alikula chakula. Alilala.*
8. *Aliniita. Nilikwenda.*

C. Join the sentences to show that the second event is the season the first event occurs:

Examples: *Nilikuja. Nilikuona.* → *Nilikuja kukuona.*
Aliniambia. Nilikuja. → *Aliniambia nije.*

1. *Nilifika. Nilikuona.*
2. *Alikuja. Nilimwona.*
3. *Alipika. Nilikula.*
4. *Tunakwenda. Tunawaona.*
5. *Unaniita. Ninakupikia.*
6. *Watakwenda. Watanunua chakula.*
7. *Wataniambia. Nitanunua ndizi.*
8. *Tunatoka. Tunakwenda shuleni.*

3. In 16,3 we examined verb roots which take some form of the causative suffix *-sh-* (*-ish-/-esh-*). And, although most verb roots take *-sh-* to show causation, there are some which do not. These take the causative suffix *-s-* (*-is-/-es-*).

3.1 If the root vowel is *e* or *o*, the suffix is *-es-*:

Shati lako inanipendeza. 'Your shirt pleases me', i.e. causes me to like.

3.2 If the root vowel is *i*, *u* or *a*, the suffix is *-is-*:

Ulinifanyiza kazi. 'You made me work.'

3.3 Other verb roots which take this form of the suffix are:

-jaa	'be full'	→	*-jaza*	'fill'
-kataa	'refuse'	→	*-kataza*	'forbid'
-ingia	'enter'	→	*-ingiza*	'cause/have/make/let enter'
-tulia	'be quiet'	→	*-tuliza*	'calm or quiet down someone'
-kimbia	'run'	→	*-kimbiza*	'cause/have/make/let run'
-legea	'be loose, relaxed'	→	*-legeza*	'have/help someone relax, loosen up'
-elea	'be clear'	→	*-eleza*	'explain'

4. Some causative verb stems are not formed by attaching the causative suffix following the final consonant of the verb root. Instead, it replaces the final consonant.

4.1 Most verbs ending in *-k-* change the *-k-* to *-sh-* instead of adding the causative suffix after the *-k-*:

-chemka	'be boiling'	→	*-chemsha*	'boil something'
-anguka	'fall'	→	*-angusha*	'knock something down'
-kumbuka	'remember'	→	*-kumbusha*	'remind someone'
-kauka	'be dry'	→	*-kausha*	'dry something'
-waka	'burn, be lit'	→	*-washa*	'light something'
-amka	'wake up'	→	*-amsha*	'wake someone up'
-shuka	'descend'	→	*-shusha*	'help/cause to descend'
-ruka	'fly'	→	*-rusha*	'throw'

4.2 Some other causative stems formed by replacing or changing the final consonant of the root are:

-lala-	'sleep'	→	*-laza*	'put to sleep'
-ona	'see'	→	*-onya*	'warn'
			-onyesha	'show'
-gawana	'share'	→	*-gawanya*	'divide'

Vocabulary

-kumbuka	'remember'
-shuka	'descend'
-kauka	'be dry'
-waka	'be lit'

A. Expand the following sentences to include the given noun by using the causative suffix.

Example: *Ninapika chakula. (Ali)*
→ *Ninampikisha Ali chakula.*

1. *Nimefurahi. (Mariamu)*
2. *Ninafanya kazi. (mtoto)*
3. *Ninakimbia. (mtoto)*
4. *Atachoka. (Daudi)*
5. *Atachelewa. (mama yake)*
6. *Sitasoma. (mwanafunzi)*
7. *Hatukula. (watoto)*
8. *Hawakunywa maziwa. (watoto)*
9. *Hukuimba. (mwanamume)*
10. *Hataandika barua. (msichana)*
11. *Tuliingia. (walimu)*
12. *Nilifunga mlango. (mvulana)*
13. *Atafungua sanduku. (Ali)*
14. *Ninarudi. (mfuko)*
15. *Sitapata chakula. (mwanamke)*

B. Change the following sentences to causatives.

Examples: *Maji yamechemka.* → *Ninachemsha maji.*
Mtoto anafanya kazi. → *Ninamfanyisa mtoto kazi.*

1. *Nguo zimekauka.*
2. *Ninakumbuka.*
3. *Wanashuka.*
4. *Moto imewaka.*
5. *Mtoto aliamka.*
6. *Ninakimbia.*
7. *Watu wote wanakumbuka.*
8. *Mioto imewaka.*
9. *Tuliamka asubuhi.*
10. *Ninaingia nyumbani.*

DEMONSTRATIVE: 'THAT'
DEMONSTRATIVES: 'THIS' AND 'THAT (NEAR HEARER)'
QUESTION ROOT: 'WHICH'
COMPARISON

Lesson 18

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1. The root *-le* is used to describe or point out things (or people) located away from both the speaker and hearer. It carries the same concords as found on the verb, except that the concord for 'he/she' is *yu* instead of *a-*. When *-le* demonstratives follow the noun they translate as 'that' or 'those' in English:

yu + le	*yule*	*Mtu yule*	'That man'
wa + le	*wale*	*Watu wale*	'Those people'

Kitabu kile	'That book'	*Tunda lile*	'That fruit'
Vitabu vile	'Those books'	*Matunda yale*	'Those fruits'
Mti ule	'That tree'	*Nyumba ile*	'That house'
Miti ile	'Those trees'	*Nyumba zile*	'Those houses'

When *-le* demonstratives precede the noun, they translate as 'the':

Nilitaka kile kitabu.	'I wanted the book.'
Nilinunua yale mayai.	'I bought the eggs.'

-Le demonstratives may also be used without an accompanying noun. When this occurs they translate as 'that one' or 'those (ones)' in English.

Nilitaka kile.	'I wanted that one.'
Nilinuna yale.	'I bought those.'

A. Respond with the appropriate *-le* demonstrative following the nouns below.

Example: *Kitabu.* → *Kitabu kile.*

1. *Jicho*
2. *Matunda*
3. *Mkeka*
4. *Mtoto*
5. *Simba*
6. *Wanyama*
7. *Nyumba*
8. *Uji*
9. *Ukuta*
10. *Kiti*
11. *Kitu*
12. *Chumba*
13. *Mtu*
14. *Mwaka*
15. *Miota*
16. *Wasichana*
17. *Nyuzi*
18. *Uma*
19. *Kijiko*
20. *Visu*
21. *Mesa*
22. *Jani*
23. *Maji*
24. *Yai*
25. *Kahawa*
26. *Ndizi*
27. *Mwalimu*
28. *Watu*
29. *Nanasi*
30. *Kitabu*

B. Substitute nouns, and change form of *-le* demonstrative as necessary.

Example: *Nilinunua yai lile. (kitabu)*
→ *Nilinunua kitabu kile.*

Basic Construction: *Nilitaka kupata uzi ule.*

1. *Nyumba*
2. *Kiti*
3. *Paka*
4. *Chakula*
5. *Mwembe*
6. *Vijiko*
7. *Tunda*
8. *Chumba*
9. *Kahawa*
10. *Chai*
11. *Viatu*
12. *Nguo*
13. *Ndizi*
14. *Mfuko*
15. *Nyuzi*

Basic Construction: *Niliona kile kitabu nyumbani.*

1. *Chakula*
2. *Kioo*
3. *Mkeka*
4. *Mbwa*
5. *Mesa*
6. *Visu*
7. *Kikapu*
8. *Kalamu*
9. *Mawe*
10. *Majani*
11. *Ndizi*
12. *Mboga*
13. *Mwanamume*
14. *Watu*
15. *Kazi*

C. Change to plural:

Example: *Yai lile limo sandukuni.*
→ *Mayai yale yamo sandukuni.*

1. *Mwembe ule uko mwituni.*
2. *Kitabu kile kipo mezani.*
3. *Mwanafunzi yule yupo chumbani.*
4. *Jiko lile lipo jikoni.*
5. *Nyumba ile iko mjini.*

153

2. Demonstrative words with the initial sound *h-* are used to describe or point out things located near a speaker. This demonstrative is also formed by using the same concords used for *-le* demonstratives. These demonstratives are formed by first copying the vowel of the concord directly after *h-* and then adding the concord itself. *H-* demonstratives usually follow the noun to which they refer and translate as 'this' or 'these' in English.

h + u + yu = huyu : *Mtu huyu* 'This person'

h + a + wa = hawa : *Watu hawa* 'These people'

Kitabu hiki	'This book'	*Tunda hili*	'This fruit'
Vitabu hivi	'Those books'	*Matunda haya*	'These fruits'
Mti huu	'This tree'	*Nyumba hii*	'This house'
Miti hii	'These trees'	*Nyumba hizi*	'These houses'

Like *-le* demonstratives, *h-* demonstratives can be used without accompanying nouns. In this situation, they translate as 'this one' or 'these (ones)'.

3. There is a third set of demonstratives in Swahili which are used to describe or point out things located near a hearer. They are formed using the first syllable of *h-* demonstrative, plus an *o* concord suffix (17,1). *-O* demonstratives follow the noun to which they refer and, like *h-* and *-le* demonstratives, they may be used alone, without an accompanying noun.

*Mtu huyo**	'That person... near hearer'	*Watu hao*	'Those people... near hearer'
Mti huo	'That tree...'	*Miti hiyo*	'Those trees...'
Kiti hicho	'That chair...'	*Viti hivyo*	'Those chairs...'
Jiko hilo	'That stove...'	*Majiko hayo*	'Those stoves...'
Nyumba hiyo	'That house...'	*Nyumba hizo*	'Those houses...'
Uzi huo	'That thread...'	*Nyuzi hizo*	'Those threads...'

*Notice the form of the *o* concord suffix used to refer to 'he/she' is *-yo* instead of *-ye*, as was used with *na* 'with, have' in 17,1.

A. Respond with the appropriate *h-* demonstrative following the nouns below:

Example: *Kitabu.* → *Kitabu hiki*

1. *Ngoma*	11. *Majiko*	21. *Miji*
2. *Meza*	12. *Kiti*	22. *Mwitu*
3. *Jani*	13. *Chumba*	23. *Uma*
4. *Matunda*	14. *Vioo*	24. *Visu*
5. *Uji*	15. *Vyakula*	25. *Tawi*
6. *Miti*	16. *Kikapu*	26. *Ukuta*
7. *Mmea*	17. *Usi*	27. *Kilema*
8. *Mwivi*	18. *Nyuma*	28. *Simba*
9. *Mwalimu*	19. *Moto*	29. *Nyama*
10. *Jiko*	20. *Mlango*	30. *Chai*

B. Respond with the plural.

Example: *Kitabu hiki kizuri.*
→ *Vitabu hivi vizuri.*

1. *Nyumba hii nzuri.*
2. *Meichana huyu mrefu.*
3. *Mkeka huu mrefu.*
4. *Kisu hiki kikali.*
5. *Kiti hiki kifupi.*
6. *Simba huyu mkali.*
7. *Meza hii fupi.*
8. *Kiatu hiki kikubwa.*
9. *Mlima huu mdogo.*
10. *Tunda hili tamu.*
11. *Ndizi hii mbichi.*
12 *Usi huu mgumu.*

C. Change the demonstratives in the above sentences to demonstratives of previous reference (by adding final vowel *-o*).

Example: *Kitabu hiki kizuri.*
→ *Kitabu hicho kizuri.*

D. Using different objects, practice referring to them appropriately using the three demonstratives 'this', 'that' and 'that near hearer' by placing them in different positions relative to the teacher (hearer) and students (speakers).

4. The question root *-pi?* 'which?' is used to ask about things by attaching the same concords used to form demonstratives. It follows the noun to which it refers:

Mtu yupi? 'Which person?'

Kitabu kipi? 'Which book?'

5. Equal comparison is expressed by using the word *sawa (sawa)* 'same, equal':

Nyumba yangu ni nzuri sawa(sawa) na nyumba yako.
'My house is as nice as your house.'

Nyumba zetu ni sawa(sawa).
'Our houses are the same.'

6. Inequal comparison is expressed in several ways:

6.1. By placing two statements side by side:

Nyumba yangu ni kubwa, nyumba yangu ni ndogo.
'My house is big, your house is small.'

6.2. By using adjectives in an absolute sense:

Nyumba ipi nzuri?
'Which house is nicer?'

6.3. By using comparative words: *kuliko* 'place where located', *kushinda* 'to beat', *kupita* 'to surpass'. In comparative statements, these words all translate with 'than' in English:

Nyumba yangu ni kubwa kuliko/kushinda/kupita nyumba yako.
'My house is bigger than your house.'

6.4. By using the words *zaidi* 'more' and *bora* 'better, best':

Nyumba yangu nzuri zaidi.
'My house is nicer/nicest.'

Nyumba yangu bora.
'My house is better/the best.

A. Ask questions about the following nouns using *-pi?*

Examples: *Kitabu.* → *Unataka kitabu kipi?*
Mayai. → *Ulinunua mayai yapi?*
Kikapu. → *Ulileta vikapu vipi?*

1. *Mkeka*
2. *Maziwa*
3. *Kitabu*
4. *Viti*
5. *Ndizi*
6. *Nanasi*
7. *Viatu*
8. *Tunda*
9. *Meza*
10. *Uma*
11. *Nyuzi*
12. *Nguo*
13. *Karatasi*
14. *Jiko*
15. *Chakula*

B. Form comparative statements using *-le* and *h-* demonstratives and the expression *sawa na.*

Example: *Nyumba ile.*
→ *Nyumba ile ni sawa na nyumba hii.*

1. *Kitabu kile.*
2. *Jiko lile.*
3. *Chumba kile.*
4. *Nyumba zile.*
5. *Viatu vile.*
6. *Miembe ile.*
7. *Mkeka ule.*
8. *Kiti kile.*
9. *Ndizi zile.*
10. *Uji ule.*
11. *Matunda yale.*
12. *Duka lile.*
13. *Maziwa yale.*
14. *Kazi ile.*

C. Combine the pairs of sentences into one sentence using *kuliko.*

Example: *Nyumba yangu nzuri. Nyumba yako nzuri.*
→ *Nyumba yangu nzuri kuliko nyumba yako.*

1. *Kazi hizi ngumu. Kazi zile ngumu.*
2. *Mwanamke yule mzuri. Msichana huyu mzuri.*
3. *Chumba hiki kikubwa. Chumba kile kikubwa.*
4. *Mwanamume yule mrefu. Mvulana huyu mrefu.*
5. *Matunda haya mabichi. Matunda yale mabichi.*
6. *Nguo zangu nzuri. Nguo zako nzuri.*
7. *Viti vya nyumba hii vizuri. Viti vya nyumba ile vizuri.*
8. *Jiko langu kubwa. Jiko lako kubwa.*
9. *Majani haya mengi. Majani yale mengi.*
10. *Nyama hii ngumu. Nyama ile ngumu.*

PRESENT TIME PREFIX -A-
LOCATIVE CONCORD
NEGATIVE VERB CONSTRUCTIONS WITH *KUWA*

Lesson 19

1. The time prefix *-a-* is used to describe events in the present in much the same way as the time prefix *-na-*. In fact, most speakers say that there is no difference between the two. *-A-* is often used to describe events which happen generally in the present, as opposed to events happening now, at the moment a speaker is talking.* *-Na-* is used more frequently to describe events happening now, although it is also used to describe events in the general present (3.1).

When the time prefix *-a-* is used, it combines with the subject concords in certain ways, and monosyllabic verbs do not retain the *ku-* prefix. The different subject concord forms in combination with *-a-* are:

ni + a = na-	: *Nasoma*	'I read/I am reading'
u + a = wa-	: *Wasoma*	'You read/You are reading'
a + a = a-	: *Asoma*	'He/She reads/He/She is reading.'
tu + a = twa-	: *Twasoma*	'We read/We are reading.'
m + a = mwa-	: *Mwasoma*	'You all read/You all are reading'
wa + a = wa-	: *Wasoma*	'They read/They are reading'

Subject concords for inanimate nouns combine with *-a-* as follows:

ki-/vi- nouns: *ki + a = cha-*, *vi + a = vya-*

ji-/ma- nouns: *li + a = la-*, *ya + a = ya-*

N- nouns: *i + a = ya-*, *zi + a = za-*

m-/mi- nouns: *u + a = wa-*, *i + a = ya-*

u-/N- nouns: *u + a = wa-*, *z + a = za-*

*Since *-a-* is used to describe events in the general present, it is often found in situations where the *hu-* prefix used to describe habitual action occurs. For a discussion of *hu-* see 22,1.

A. Change to past.

Example: *Nampenda.* → *Nilimpenda.*

1. *Nataka chakula.*
2. *Naona mwembe mzuri.*
3. *Nanunua mayai.*
4. *Nala mboga.*
5. *Naja.*
6. *Natoka nyumbani.*
7. *Nanywa maji.*
8. *Natafuta mfuko mkubwa.*
9. *Nakaa Tanzania.*
10. *Namsaidia.*
11. *Nampikia chakula.*
12. *Namfurahisha.*
13. *Nasoma vitabu vingi.*
14. *Naimba.*
15. *Namtilia chakula.*
16. *Namfungulia mlango.*

B. Change the sentences above to refer to you (singular)

Example: *Nampenda.* → *Wampenda.*

C. Change the following sentences to the present tense using the time prefix *-a-*.

Examples: *Nitakuja.* → *Naja.*
Nilinunua mayai. → *Nanunua mayai.*

1. *Nitatafuta vitabu.*
2. *Walipata mifuko.*
3. *Tutakuja nyumbani.*
4. *Nlipika chakula.*
5. *Tulimwambia habari.*
6. *Waliwaletea barua.*
7. *Mtakunywa maziwa.*
8. *Alikula mboga na nyama.*
9. *Nimefika nyumbani.*
10. *Ninacheka.*
11. *Unamkimbilia.*
12. *Tumechelewa.*
13. *Waliwafanyia kazi.*
14. *Tulipata karatasi.*
15. *Atanunua chakula.*
16. *Ataniletea chai.*

2. The locative prefixes *ku-*, *pa-*, and *mu-*, described in 14,4 are used in all constructions where concords appear in Swahili. They may be used alone to refer to locations (generally, specifically, inside), or as concords referring to locative phrases formed with the suffix *-ni* and the noun *mahali* 'place'.

2.1 *Mahali* is the only noun in Swahili which does not occur with noun class concords; instead it occurs with locative concords. It is found most frequently with *pa-:*

Mahali pangu pameharibika. 'My place is ruined.'
Mahali pa kuogea papo hapa. 'The washing place is here.'

2.2 Locative concords must be used to refer to locative phrases formed with *-ni*; class concords for the noun to which *-ni* is attached are not used. Usually the locative prefix *ku-* is used.*

Nyumbani kwangu kumefika watu wengi.
'Many people have arrived at my house.'

2.3 *-A* constructions with *ku-* have come to be used in a specialized sense to refer to someone's home, even if there is no accompanying locative *-ni* phrase:

Umefika kwangu. 'You've come to my home.'
Tutakwenda kwao. 'We'll go to their home.'

2.4 With the root *-enye*, *ku-* is used to form a general locative preposition:

Nilifika kwenye watu wengi. 'I arrived where there were many people.'

Endelea kwenye njia hii. 'Continue along this road.'

2.5 Locative demonstratives differ in meaning according to differences in the locative meanings of the prefixes:

kule	'there, generally'	*huku*	'here, generally'
pale	'there, specifically'	*hapa*	'here, specifically'
mule	'there, inside'	*humu*	'here, inside'

huko 'there/here generally where we've mentioned'
hapo 'there/here specifically where we've mentioned'
humo 'there/here inside where we've mentioned'

*Locative prefixes *ku-* and *mu-* become *kw-* and *mw-* before vowels.

A. Substitute.

Examples: *Tulikwenda nyumbani kwa Ali. (-angu)*
→ *Tulikwenda nyumbani kwangu. (Daudi)*
→ *Tulikwenda nyumbani kwa Daudi.*

Basic construction: *Watafika chumbani pake.*

1.	*-angu*	4.	*-ao*	7.	*-enu*
2.	*Daudi*	5.	*Mariamu*	8.	*-ake*
3.	*-etu*	6.	*-ako*	9.	*-angu*

Basic construction: *Tutakwenda nyumbani kwangu.*

1.	*-etu*	4.	*-ao*	7.	*-ake*
2.	*Mariamu*	5.	*-enu*	8.	*-ako*
3.	*mwalimu wangu*	6.	*Daudi*	9.	*-angu*

B. Expand the following sentences using the noun phrases given and the preposition *kwenye*.

Example: *Tulifika. (watu wengi)*
→ *Tulifika kwenye watu wengi.*

1. *Endelea mpaka ufike mjini. (njia hii)*
2. *Jana tulifika. (miembe mingi)*
3. *Nunua ndizi. (maduka yale madogo)*
4. *Tutaimba. (watu wengi)*
5. *Nilinunua kitabu hiki. (vitabu vingi vizuri)*
6. *Nitakuona kule. (duka la vikapu)*
7. *Tulipata matunda kule. (miti)*
8. *Tutatafuta mikeka. (njia hii)*

C. Change to specific locational reference.

Examples: *Kitabu kiko huku.* → *Kitabu kiko hapa.*
Mti uko kule. → *Mti upo pale.*
Kitanda kiko huko → *Kitanda kipo hapo.*

1.	*Jiko liko huku.*	9.	*Chumba kiko huku.*
2.	*Matunda yako huko.*	10.	*Simba yuko huko.*
3.	*Meza iko kule.*	11.	*Mtoto yuko huku.*
4.	*Nyumba ziko kule.*	12.	*Vijana wako kule.*
5.	*Viti viko huku.*	13.	*Nguo ziko huko.*
6.	*Uji uko huko.*	14.	*Mwembe uko huku.*
7.	*Nyuzi ziko kule.*	15.	*Mlango uko kule.*
8.	*Mkeka uko huku.*	16.	*Soko liko huku.*

3. So far we have seen that the verb *kuwa* is used to form past and future constructions for:

a. *ni* in equational sentences (13,1; 15,3);
b. *na* in existential constructions (14,3; 15,3);
c. *na* in possessive and stative constructions (5,2; 15,3);
d. *-ko/-po/-mo* locational constructions (15,2; 15,3).

Kuwa is also used to form negative constructions in the past and future. There are two ways that these negative constructions are formed.

3.1 Negative constructions with *kuwa* may be formed in the same way as negative constructions with other verbs:

Future: Negative Prefix *ha-* + Future construction.

a.	*Hawatakuwa walimu.*	'They won't be teachers.'
b.	*Hakutakuwa na watu wengi.*	'There won't be many people.'
c.	*Hawatakuwa na vitabu.*	'They won't have books.'
d.	*Hawatakuwako.*	'They won't be there.'

Past: Negative Prefix *ha-* + Prefix *-ku-* instead of *-li-*.

a.	*Hawakuwa walimu.*	'They weren't teachers.'
b.	*Hakuwa na watu wengi.*	'There weren't many people.'
c.	*Hawakuwa na vitabu.*	'They didn't have books.'
d.	*Hawakuwako.*	'They weren't there.'

3.2 Another way to form negatives is to introduce negative *ni*, *na*, or *-ko/-po/-mo* constructions with affirmative *kuwa* constructions. In this situation, the *kuwa* constructions carry time prefixes referring to past or future.

Future:

a.	*Watakuwa si walimu.*	'They won't be teachers.'
b.	*Kutakuwa hakuna watu wengi.*	'There won't be many people.'
c.	*Watakuwa hawana vitabu.*	'They won't have books.'
d.	*Watakuwa hawako.*	'They won't be there.'

Past:

a.	*Walikuwa si walimu.*	'They weren't teachers.'
b.	*Kulikuwa hakuna watu wengi.*	'There weren't many people.'
c.	*Walikuwa hawana vitabu.*	'They didn't have books.'
d.	*Walikuwa hawako.*	'They weren't there.'

A. Change to negative.

Example: *Walikuwa walimu.* → *Walikuwa si walimu.*

1. *Walikuwa wanafunzi.*
2. *Tulikuwa walimu.*
3. *Alikuwa mwivi.*
4. *Alikuwa mwanafunzi.*
5. *Mlikuwa wazuri.*
6. *Nilikuwa mfupi.*
7. *Alikuwa mbaya.*
8. *Ulikuwa mzuri.*

B. Change to negative.

Example: *Kulikuwa na watu wengi.*
→ *Kulikuwa hakuna watu wengi.*

1. *Kulikuwa na sanduku kubwa dukani.*
2. *Kulikuwa na debe kubwa nyumbani.*
3. *Kulikuwa na simba mwituni.*
4. *Kulikuwa na maduka mengi mjini.*
5. *Kulikuwa na vitabu vingi dukani.*
6. *Kulikuwa na vyakula vizuri mezani.*
7. *Kulikuwa na vijiko na visu mezani.*
8. *Kulikuwa na miti mirefu mwituni.*

C. Change to negative.

Example: *Kitabu kitakuwako nyumbani.*
→ *Kitabu kitakuwa hakiko nyumbani.*

1. *Matunda yatakuwapo mezani.*
2. *Vijiko vitakuwamo sandukuni.*
3. *Nguo zitakuwako dukani.*
4. *Chai itakuwamo chupani.*
5. *Ndizi zitakuwako sokoni.*
6. *Maji yatakuwapo chumbani.*
7. *Simba atakuwako mwituni.*
8. *Mikeka itakuwako nyumbani.*

D. Change to negative.

Example: *Nitakuwa na kiu.* → *Nitakuwa sina kiu.*

1. *Atakuwa na vitabu.*
2. *Utakuwa na kazi.*
3. *Tutakuwa na homa.*
4. *Watakuwa na njaa.*
5. *Nitakuwa na huzuni.*
6. *Mtakuwa na furaha.*
7. *Atakuwa na kiu.*
8. *Tutakuwa na kazi.*

163

A. Change to singular.

Example: *Mayai yale yako kule sokoni.*
→ *Yai lile liko kule sokoni.*

1. *Matunda yale yapo pale mtini.*
2. *Nyumba zile ziko pale mjini.*
3. *Wanawake wale wako kule nyumbani.*
4. *Kalamu zile zimo mule sandukuni.*
5. *Vitabu vile viko kule shuleni.*
6. *Maziwa yale yapo pale dukani.*
7. *Vyakula vile vipo pale mezani.*
8. *Ndizi zile zipo pale sokoni.*
9. *Viti vile vipo pale chumbani.*
10. *Wanyama wale wako kule mwituni.*
11. *Masanduku yale yako kule mlangoni.*
12. *Nguo zile zimo mule sandukuni.*
13. *Viatu vile viko kule dukani.*
14. *Simba wale wako kule mwituni.*
15. *Walimu wale wako kule shuleni.*

B. Change all *-le* demonstratives in the above sentences to *h-* demonstratives. Note that there are locative demonstratives to change as well as demonstratives following the nouns.

Example: *Matunda <u>yale</u> yapo <u>pale</u> mtini.*
→ *Matunda <u>haya</u> yapo <u>hapa</u> mtini.*

C. Change the sentences above into negative past constructions.

Example: *Mayai yale yako kule sokoni.*
→ *Mayai yale yalikuwa hayako kule sokoni.*
OR → *Mayai yale hayakuwako kule sokoni.*

D. Change the sentences above into negative future constructions.

Example: *Mayai yale yako kule sokoni.*
→ *Mayai yale yalikuwa hayako kule sokoni.*
OR → *Mayai yale hayakuwako kule sokoni.*

A. Translate. (Use locative demonstratives in addition to *-ko*, *-po*, and *-mo* when locations are described).

1. This book is better than the other one (I told you about).
2. That fruit is sweeter than the other fruit (I told you about).
3. This chair is here in the room. (specific location)
4. Those shoes are there at the shop. (general location)
5. This fierce lion is here. (specific location)
6. Those people are there. (general location)
7. That tree is taller than the tree (I told you about).
8. This house is the same as that house.
9. This house here is bigger than that house there.
10. Which table do you like?
11. Which books did you read?
12. Which vegetables did you buy at the market?
13. My house and your house are the same.
14. This plant is prettier than that plant (I told you about).
15. That porridge is hot.
16. This woman has a fever.
17. Those people are hungry and thirsty.
18. I went home and they went to the market.
19. We have fruit and milk.
20. We have this house and they have that one.
21. I like this book and you like that one.
22. You bought these vegetables and I bought those.
23. I cut this meat with that knife.
24. I made that man cook that food.
25. We looked for this mango tree.
26. We wanted to buy this meat and those vegetables.
27. Where is that book (I told you about)?
28. Where did you put those mats?
29. Why didn't you buy those bananas (I told you about)?
30. Put those books here. (specific location)
31. Look for those papers (I told you about).
32. Send that child to buy bananas.
33. I came so that I could tell you the news.
34. I went so that I could buy vegetables and meat.
35. We cooked food so we could eat.
36. They went to town, bought food, and returned home.
37. This town is bigger than that town (I told you about).
38. That fruit is sweeter than this fruit.
39. That chair is there in the room. (general location).
40. We looked for those books (you told us about).

RECIPROCAL SUFFIX -*AN*-
PASSIVE SUFFIX -*W*-
KI-/VI- DIMINUTIVE NOUNS
JI-/MA- AUGMENTIVE NOUNS

Lesson 20

1. The verb suffix -*an*- is used when the participants in an event are doing something to each other; thus it is usually called the reciprocal suffix.

When the subject concord is plural, verb constructions with -*an*- translate with 'each other' in English:

Walipigana. 'They fought each other.'

Tunajuana. 'We know each other.'

When the subject concord is singular, the additional participant(s) follow the verb construction, introduced by the particle *na*. In this instance, there is no translation for the suffix; *na* often translates as 'with':

Nilipigana na Ali. 'I fought with Ali.'

Ninajuana na Ali. 'I know Ali.'

1.2. The reciprocal suffix can be used with prepositional and causative stems. It is attached following any other suffixes.

Tuliangushana. 'We knocked each other down.'

Tulileteana zawadi. 'We brought each other presents.'

Vocabulary

-piga	'hit, strike'	*-shika*	'hold'
-fuata	'follow'	*-kuta*	'find'
-andama	'follow in procession'	*-amkia*	'greet'
-ambata	'adhere to'	*-gomba*	'oppose, scold'

A. Combine the pairs of sentences using the reciprocal suffix *-an-* and a plural subject concord.

Examples: *Nilikupiga. Ulinipiga.* → *Tulipigana.*
Ninajua. Unajua. → *Tunajuana.*

1. *Nilikufuata. Ulinifuata.*
2. *Utanikuta. Nitakukuta.*
3. *Nilimwandama. Aliniandama.*
4. *Ninakushika. Unanishika.*
5. *Anajua. Wanajua.*
6. *Nilikuamkia. Uliniamkia.*
7. *Ninakungoja. Unaningoja.*
8. *Anamsaidia. Ananisaidia.*
9. *Ananipikia. Ninampikia.*
10. *Ninakukimbilia. Unanikimbilia.*
11. *Alimletea barua. Alimletea barua.*
12. *Nilikutafutia vitabu. Ulinitafutia vitabu.*

B. Change the subject concord to singular, and name the second doer of the action following the verb (introduced by *na*).

Example: *Tuliambatana.* → *Niliambatana nawe.*

1. *Waliandamana.*
2. *Waligombana.*
3. *Mtakutana.*
4. *Tutapigana.*
5. *Wameshikana.*
6. *Tulifuatana*
7. *Tunaambatana.*
8. *Wanaamkiana.*
9. *Tunajuana.*
10. *Mligombana.*
11. *Wamekutana.*
12. *Mtaandamana.*

172

2. When the suffix -w- is used on the verb in Swahili, the subject concord may not be used to refer to the doer of the action. If there is no other participant in an event except the object of the action, then the subject concord refers to the object. The doer of the action may be mentioned following the verb construction; if so, it is introduced by the particle *na* which translates as 'by' in English:

Chakula kilipikwa na Ali. 'The food was cooked by Ali.'

2.1 Since these constructions correspond to what are called 'passive' constructions in English grammar, this suffix is usually called the passive suffix.

When -w- is used with prepositional and causative stems, the subject concord on the verb must refer to the participant introduced by the prepositional or causative suffix, and not to the object of the action.

Nilipikiwa chakula. 'I was cooked food.'

Nilipikishwa chakula. 'I was made to cook food.'

The passive suffix does not occur with a preceding vowel (as the causative and prepositional suffixes) unless it is attached to a verb root ending in two vowels. In this situation, it is preceded by a vowel (determined by the root vowel as described for other suffixes) and the consonant *l:*

Kitabu kilichukuliwa. 'The book was taken.'

2.2 When using passive stems in the present, the time prefixes *-na-* and *-ma-* are used depending upon whether the time reference is general or specific to the moment of speaking (cf. 3,2). *-Na-* is used to describe events which occur repeatedly, i.e. in general in the present:*

Chakula kinapikwa na Ali. 'The food is (always/usually) cooked by Ali.'

-Me- is used to describe events which are important at the specific moment when a speaker is talking.

Chakula kimepikwa. 'The food has been cooked (i.e. it is ready now).'

*See 22,2 for a discussion of the *hu-* prefix of habitual action, also used to describe events in the general present.

A. Change to passive.

Example: *Nilileta barua.* → *Barua ililetwa nami.*

1. *Alisoma kitabu.*
2. *Nilimshika mtoto.*
3. *Tulipika chakula.*
4. *Walikuta mifuko.*
5. *Utapata matunda.*
6. *Utatafuta chakula.*
7. *Tutanunua mayai.*
8. *Tutamsaidia.*
9. *Wataandika barua.*
10. *Tumechukua kikapu.*
11. *Tumenunua ndizi.*
12. *Nilimpiga Ali.*

B. Change to passive.

Example: *Nilimletea Ali chakula.*
→ *Ali aliletewa chakula.*

1. *Tutamchukulia mtoto chakula.*
2. *Nilikupatia nyama.*
3. *Waliwaimbia watoto.*
4. *Atamnunulia msee ndizi.*
5. *Utanifanyia kazi.*
6. *Walimwekea chai.*
7. *Nilimfungulia Daudi mlango.*
8. *Tulikuitia mtoto.*
9. *Walimpelekea barua.*
10. *Utanimwagia maji.*

C. Change to passive.

Example: *Nilimwangusha mtoto.*
→ *Mtoto aliangushwa nami.*

1. *Nilikuchokesha.*
2. *Walinifurahisha.*
3. *Atamchelewesha mtoto wangu.*
4. *Waliwachekesha.*
5. *Tutampikisha Ali.*
6. *Tumerudisha kitabu.*
7. *Niliwalisha watoto.*
8. *Watawaomesha wanafunzi.*
9. *Alituangusha.*
10. *Tulimwandikisha mtoto.*

3. The noun prefix *ki-*, with its plural *vi-*, may be used with noun roots which do not usually occur in the *ki-/vi-* noun class (10,2) in order to show that the object (or person) named by the root is smaller in size than usual. These noun forms are therefore called diminutive nouns.

ROOT	ORIGINAL NOUN		DIMINUTIVE NOUN	
-toto	*mtoto*	'child'	*kitoto*	'tiny child' 'baby'
-fuko	*mfuko*	'bag'	*kifuko*	'small bag'
-dudu	*mdudu*	'insect'	*kidudu*	'small insect'
-tawi	*tawi*	'branch'	*kitawi*	'small branch'

Diminutive nouns formed from roots which are monosyllabic or which begin with a vowel have a *-ji-* prefix inserted between the prefix and the root:

-tu	*mtu*	'person'	*kijitu*	'small person, dwarf'
-ji	*mji*	'town	*kijiji*	'small town, village'

Ki-/Vi- diminutive nouns occur with the same concords as *ki-/vi-* nouns, unless the noun designates a person. In this instance, *ki-/vi-* concords may be used to emphasize the smallness of the person; or human concords may be used as is usually the case with all human nouns (14,1).

Kitoto kile kinalia. 'That little thing of a baby is crying.'

Kitoto yule analia. 'That little baby is crying.'

4. *Ji-/Ma-* noun prefixes may similarly be used with noun roots which do not usually occur in the *ji-/ma-* noun class (13,2). In this instance however, the different prefixes indicate large size instead of small size. Hence such nouns are called augmentive. As with other *ji-/ma-* nouns, the *ji-* prefix only appears on roots which are monosyllabic or which begin with a vowel.

ROOT	ORIGINAL ROOT		AUGMENTIVE NOUN	
-tu	*mtu*	'person'	*jitu*	'big person'
-toto	*mtoto*	'child'	*toto*	'big child'
-kapu	*kikapu*	'basket'	*kapu*	'big basket'
-oto	*moto*	'fire'	*joto*	'big heat'

As with *ki-/vi-* diminutive nouns, *ji-/ma-* augmentive nouns occur with other *ji-/ma-* nouns.

A. Form diminutives from the following nouns.

Example: *Ntoto* → *Kitoto*

1. *Mlima*	'mountain'	7. *Nwana*	'child'
2. *Mbuzi*	'goat'	8. *Ntu*	'person'
3. *Njia*	'road, path'	9. *Nto*	'river'
4. *Kombe*	'platter'	10. *Nji*	'town'
5. *Mtoto*	'child'	11. *Mwiko*	'wooden spoon'
6. *Jiwe*	'stone'	12. *Nyoka*	'snake'

B. Give plural diminutives for the nouns listed above.

C. Form augmentives from the following nouns.

Example: *Ntoto* → *Toto*

1. *Mtu*	'person'	7. *Ntoto*	'child'
2. *Nyumba*	'house'	8. *Nto*	'river'
3. *Njia*	'road, path'	9. *Nti*	'tree'
4. *Kisu*	'knife'	10. *Mwana*	'child'
5. *Moto*	'fire'	11. *Ngoma*	'drum'
6. *Mbuzi*	'goat'	12. *Kikapu*	'basket'

D. Give plural augmentives for the nouns listed above.

E. Form sentences using the correct concords for diminutive and augmentive nouns.

Examples: *Kitoto/-lia* → *Kitoto kinalia.*
-ona/jumba → *Ninaliona jumba.*

1. *kijitu/-cheka*	7. *-piga/goma*
2. *kapu/-pasuka*	8. *jitu/-toka*
3. *toto/-chesa*	9. *-nunua/-jisu*
4. *-ona/jito*	10. *-tafuta/buzi*
5. *-tafuta/kijiji*	11. *chana/-cheka*
6. *jiti/-anguka*	12. *goma/-anguka*

LOCATIVE PREFIX -*PO*-
THE PARTICLE -*A*
THE PARTICLE *KWA*

Lesson 21

1. The locative root -*po* discussed in 15,2 also occurs as a verb prefix which is attached directly following the time prefix in a verb construction. (Monosyllabic verb roots retain the -*ku*- prefix). When used as a verb prefix, -*po*- still expresses a locative meaning; however, in verb constructions it may be used to locate an event in time as well as in space. Hence, it translates as either 'when' or 'where' in English, depending upon how it is used.*

Tulipowaona, tulilia. 'When we saw them, we wept.'

Tunakaa tulipowaona. 'We live where we saw them.'

-*Po*- can only be used in verb constructions with -*li*-, -*na*- and -*ta*-. However, with -*ta*- there is a slight change in form; the time prefix -*ta*- is followed by -*ka*- when -*po*- is attached:

Tutakapomwona, tutalia. 'When we see them, we'll cry.'

*See 31,2 for further explanation of -*po*-.

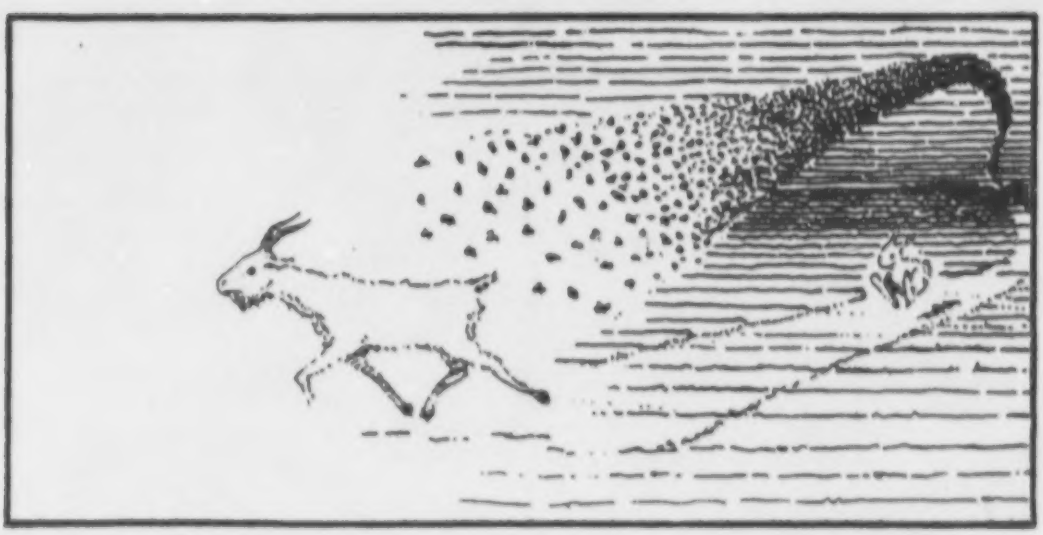
A. Combine pairs of sentences using -*po*-.

Example: *Nilimwona. Nililia.*
→ *Nilipomwona nililia.*

1. *Tulikwenda nyumbani. Tuliwaona.*
2. *Walikuja. Niliwaambia habari.*
3. *Alifika sokoni. Alinunua ndizi na mananasi.*
4. *Walinunua mayai. Walinunua maziwa.*
5. *Tulirudi nyumbani. Tulikula chakula.*
6. *Ulimwona. Alicheka.*
7. *Ulimwita. Alikuja.*
8. *Mliagiza chakula. Aliwaletea chai.*
9. *Ulimpa habari. Alifurahi.*
10. *Alikuambia habari. Ulimsikiliza.*
11. *Walikwenda sokoni. Walinunua nyama na mboga.*
12. *Tulikunywa chai. Mlikunywa kahawa.*
13. *Ulifika shuleni. Tulisoma Kiswahili.*
14. *Nilifanya kazi. Uliandika barua.*
15. *Nilikaa chumbani. Nilisoma kitabu.*

B. Combine the sentences above using -*po*- in the future.

Example: *Nilimwona. Nililia.*
→ *Nitakapomwona nitalia.*



2. As observed in 2,2 the particle *-a* in Swahili should not be equated with the English word 'of' since it is often used where 'of' is not used in English.

2.1 *-A* is used in possessive constructions, with a following noun or personal possessive pronoun (2,2):

Kitabu changu	'My book'

2.2 *-A* is used to show what something concerns, where it is from, or where (to whom) it is intended to go:

Barua ya Ali.	*Habari za nyumbani*
'Letter from Ali'	'News concerning home'
'Letter for Ali'	'News of home'
('Ali's letter')	'News from home'

2.3 *-A* is used to describe things. It may introduce a noun which is characteristic of the thing it is being used to describe:

Kiti cha mti.	*Nguo za shamba*
Chair tree	Clothes farm
'Wooden chair'	'Farm clothes'

-A is also used to link numbers to nouns. These constructions translate as 'first', 'second', 'third', etc. in English. Notice the special forms for 'one' and 'two'; otherwise, the forms of numbers used for counting without reference to particular objects are used in these constructions (9,2):

Soma la kwanza	*Somo la pili*
'First Lesson'	'Second lesson'

2.4 *-A* is also used to show the purpose for which some noun may be used. In this situation, it is followed by a verbal noun, usually one formed from a prepositional stem:

Sindano ya kushonea	*Kisu cha kukatia.*
'Sewing needle/Needle for sewing'	'Cutting knife/Knife for cutting'

Vocabulary

-shona	'sew'
-lima	'farm, hoe'
sindano	'needle'
kitambaa	'cloth'

A. Form *-A* constructions using the nouns given.

Example: *Uji/Mtoto → Uji wa mtoto.*

1. *Ukuta/Nyumba*
2. *Mlango/Nyumba*
3. *Tunda/Mwembe*
4. *Mti/Mwitu*
5. *Kioo/Choo*
6. *Kazi/Shule*
7. *Kitabu/Shule*
8. *Nanasi/Soko*
9. *Nguo/Shule*
10. *Viatu/Kazi*

B. Make up sentences using the nouns above in *-A* constructions.

Example: *Uji/Mtoto → Nilipata uji wa mtoto.*

C. Form *-A* constructions using the noun and verb roots given. Be sure to use prepositional stems to show the purpose for which each item named is to be used.

Example: *Sindano/-shona → Sindano ya kushonea*

1. *Uzi/-shona*
2. *Kitambaa/-safisha*
3. *Karatasi/-andika*
4. *Jiko/-pikia*
5. *Mahali/-oga*
6. *Jembe/-limia*
7. *Mahali/-limia*
8. *Kitabu/-soma*
9. *Mkeka/-kaa*
10. *Mahali/-pika*
11. *Kisu/-katia*
12. *Kitambaa/-vaa*

D. Make up sentences using the noun and verb roots above in *-A* constructions expressing purpose.

Example: *Sindano/-shona → Niletee sindano ya kushonea*

3. Like *-a*, the particle *kwa* translates differently in English depending upon the situation in which it is used in Swahili.

3.1 *Kwa* is used to introduce words like *sababu* 'reason', *ajili* 'reason, sake', *kuwa* 'to be', *maana* 'meaning' to form conjunctions like these below, all of which translate in English as 'because':

kwa sababu	(for reason)
kwa ajili	(for reason, sake)
kwa kuwa	(for being/to be)
kwa maana	(for meaning)

3.2 *Kwa* is used with adjectives or nouns to describe the manner or method in which some event is done; in this situation *kwa* sometimes translates as the suffix -ly in English:

kwa kawaida	'usually'	(*kawaida* 'usual')
kwa kweli	'truly'	(*kweli* 'true/truth')
kwa hakika	'certainly'	(*hakika* 'certainty')
kwa haraka	'quickly'	(*haraka* 'haste')

In other situations, it translates as different English prepositions (6,2):

Alikwenda kwa miguu.	'He/She went on foot'
Ulikwenda kwa gari.	'You went by car'
Alikufa kwa njaa.	'He/She died from hunger'
Ulikosa kwa ujinga.	'You failed through ignorance'
Alikata kwa kisu.	'He/She cut with a knife'
Ulikaa kwa miaka.	'You stayed for years'

3.3 *Kwa* also occurs in a few specialized constructions. One such construction is *moja kwa moja* used to mean 'continuously' in different senses:

Endelea kwenye njia hii moja kwa moja.
'Continue straight on along this road.

Kwa siku nyingi ilinyesha mvua moja kwa moja.
'For many days it rained continuously.

Vocabulary

kawaida	'usual'
hakika	'certainty'
haraka	'haste'
kweli	'true,truth'
hasira	'anger'
sauti	'voice'
ghafula	'suddenness'
bahati	'luck'

A. Combine pairs of sentences using *kwa sababu.*

Example: *Alikuja. Alitaka kukuona.*
→ *Alikuja kwa sababu alitaka kukuona.*

1. *Alikula kwa haraka. Alikuwa na njaa.*
2. *Nitakwenda dukani. Ninataka kununua viatu.*
3. *Tulinunua ndizi na maziwa. Tulitaka kupika ndizi na maziwa.*
4. *Atapata habari asubuhi. Nilimtuma mtu kuwaambia.*
5. *Alitaka chai. Alikuwa na kiu kali.*
6. *Tumerudi nyumbani. Tumechoka.*
7. *Tuliweka mkeka. Tulitaka kukaa.*
8. *Wanalia. Wana huzuni kubwa.*
9. *Mtakwenda sokoni. Mnataka kununua chakula.*
10. *Ulikuja kuniona. Ulikuwa na habari za kazi.*
11. *Tulinunua vitabu vya Kiswahili. Tulitaka kusoma.*
12. *Watakaanga nyama. Wanataka nyama iive.*
13. *Nitachemsha maji. Ninataka maji ichemke.*
14. *Tulimnunulia ndizi. Aliagiza chakula.*
15. *Watakwenda shuleni. Wanasoma kule kila siku.*

B. Expand the following sentences by adding an adverbial phrase using *kwa* and the words given.

Example: *Alikuja. (haraka)* → *Alikuja kwa haraka.*

1. *Anasema kweli. (hakika)*
2. *Tunanunua maziwa kila siku. (kawaida)*
3. *Alisungumza nami. (sauti kubwa)*
4. *Alikuja nyumbani kwangu. (ghafula)*
5. *Tulionana sokoni. (bahati)*
6. *Simfahamu. (kweli)*
7. *Alinipiga. (hasira)*
8. *Alirudi nyumbani. (haraka)*
9. *Nilipata kitabu hiki. (bahati)*
10. *Anakuja shuleni asubuhi. (kawaida)*

A. Answer the following questions using *-po-*.

Example: *Alifanya nini ulipomwona?*
→ *Alilia nilipomwona.*

1. *Alifanya nini alipopata habari?*
2. *Walifanya nini waliporudi nyumbani?*
3. *Alinunua nini alipokwenda sokoni?*
4. *Alifanya nini alipokwenda shuleni?*
5. *Tutafanya nini tutakapofika nyumbani?*
6. *Watafanya nini watakapokwenda sokoni?*
7. *Utanunua nini utakapokwenda dukani?*
8. *Walipika nini ulipokwenda nyumbani kwao?*

B. Answer the above questions again, this time reversing the order of the phrases so that the *-po-* construction comes first.

Example: *Alifanya nini ulipomwona?*
→ *Nilipomwona alilia.*

C. Change the following sentences using *-a* constructions instead of prepositional stems.

Example: *Nilimwekea Ali chakula.*
→ *Niliweka chakula cha Ali.*

1. *Tutamwandikia Mariamu barua.*
2. *Watawafanyia watu kazi.*
3. *Atamletea Daudi barua.*
4. *Nilimpikia mama yangu chakula.*
5. *Nilimnunulia Ali chakula.*

D. Answer the following questions using *kwa sababu.*

Example: *Mbona alikuja hapo?*
Alikuja kwa sababu alitaka kukuona.

1. *Mbona alinunua ndizi nyingi?*
2. *Mbona unafika leo?*
3. *Mbona wamekwenda shuleni?*
4. *Mbona hatuna maziwa?*
5. *Mbona analia?*
6. *Mbona mlikwenda sokoni?*
7. *Mbona uliniletea chakula?*
8. *Mbona amechoka?*

A. Translate:

1. Yesterday we went to the market because Ali did not go the day before yesterday. When we arrived there was Ali. We talked with him and told him to buy bananas and milk for us, and to return home to cook.

2. Tomorrow we will go to school. When we get there we will read books and write letters and we will study Swahili until we understand.

3. This morning we went to town. When we arrived we went to a shop and bought shoes and clothes. When we left the shop we saw Miriam. She came home with us. When we arrived home, we drank tea and ate fruit.

B. Unscramble the following sentences.

1. *kwa chakula aliagiza sababu alikuwa njaa na*

2. *tulinunua kwa matunda tulikuwa kiu na sababu maji ya*

3. *kazi huko kwa kufanya Tanzania tulitaka tulikuja sababu*

4. *sokoni watakwenda sababu huko wanafanya watoto kazi wale kwa*

5. *kukuona leo nilitaka nilikuita sababu kwa sikuweza nyumbani kufika kwako na*

6. *mama nilimlilia kwa huzuni nilikuwa na jana kubwa yangu sababu*

7. *haraka nitakwenda kwa kwa kuchelewa sitaki nyumbani kufika sababu*

8. *hawa kwa wasichana sababu wavulana na kawaida wamechoka kwa kukaa wale nyumbani mjini wanakwenda*

VERB PREFIX *HU-* FOR HABITUAL ACTION
AFFIRMATIVE CONDITIONS *-KI-*
MANNER PREFIXES: *-VYO-* AND *VI-*

Lesson 22

1. The verb prefix *hu-* is used in verb constructions to describe events which happen habitually, independent of any particular time. When *hu-* is attached to the verb, there is no subject concord, although there may be an object concord. *Hu-* verb constructions usually translate in English as 'usually', 'generally', or 'always'.

Mayai hupatikana sokoni. 'Eggs are usually/generally found at the market.'

Ng'ombe hula nyasi. 'Cows usually/generally eat grass.'

To understand *hu-* it is useful to compare *hu-* constructions with verb constructions with *-a-* in the present; in many situations, either construction is possible:

Mayai yapatikana sokoni. 'Eggs are/can be found at the market.'

Ng'ombe wakula nyasi. 'Cows eat grass.'

With constructions requiring verb constructions with *kuwa* in the past and future, *kuwa* is also used to describe habitual situations:

Kwa kawaida wata huwa na nyumba.
'Usually people have houses.'

When talking about people without using nouns, independent pronouns are used:

Mimi hupenda matunda asubuhi.
'I usually like fruit in the morning.'

A. Change the following sentences, using *hu-* verb constructions instead of *kwa kawaida*.

Example: *Kwa kawaida watu wanapenda kuzungumza.*
→ *Watu hupenda kuzungumza.*

1. *Kwa kawaida simba ananguruma.*
2. *Kwa kawaida watu wanakula chakula kila siku.*
3. *Kwa kawaida watoto wanapenda kunywa maji matamu.*
4. *Kwa kawaida watu wanakaa kwenye nyumba.*
5. *Kwa kawaida wafanya kazi wanfanya kazi kila siku.*
6. *Kwa kawaida wanyama wanakunywa maji mengi.*
7. *Kwa kawaida paka wanapenda kukaa kwa watu.*
8. *Kwa kawaida wanafunzi wanasoma vitabu.*

B. Change the following sentences using *huwa* instead of *kwa kawaida*.

Examples: *Kwa kawaida meza yangu ipo hapo.*
→ *Meza yangu huwa ipo hapo.*
Kwa kawaida watu wana kazi.
→ *Watu huwa na kazi.*

1. *Kwa kawaida watoto wana njaa asubuhi.*
2. *Kwa kawaida vitabu viko shuleni.*
3. *Kwa kawaida walimu wana wanafunzi wengi.*
4. *Kwa kawaida mboga ziko sokoni.*
5. *Kwa kawaida watu wana nyumba.*
6. *Kwa kawaida wanyama wakali wako mwituni.*
7. *Kwa kawaida miti mirefu iko mwituni.*
8. *Kwa kawaida matunda mazuri yapo mwembeni.*

C. Change the following sentences using *hu-* verb constructions instead of *kwa kawaida*.

Example: *Kwa kawaida ninakwenda shuleni kila siku.*
→ *Mimi huenda shuleni kila siku.*

1. *Kwa kawaida ninakunywa kahawa asubuhi.*
2. *Kwa kawaida unakula nyama kila siku.*
3. *Kwa kawaida tunasoma shuleni.*
4. *Kwa kawaida anapenda kuzungumza na watoto.*
5. *Kwa kawaida wanakaa nyumbani asubuhi.*
6. *Kwa kawaida mnafanya kazi kila siku.*

2. The verb prefix -*ki*- is used in place of a time prefix to describe events which must happen before other, subsequent events can occur. That is, -*ki*- is used to describe conditions on other events. -*Ki*- constructions translate with 'if' or 'when' in English; they may or may not be introduced with the word *kama* 'like, as, if':

Ukifika nyumbani kwangu, tutakwenda.
'If/When you arrive at my place, we'll leave.'

Ukitoka, nipatie maziwa.
'If/When you go out, get me some milk.'

If introduced by *kama* then 'if' is a more appropriate translation than 'when':

Kama ukifika nyumbani kwangu, tutakwenda.
'If you come to my house, we'll go.'

Kama ukitoka, nipatie maziwa.
'If you go out, get me some milk.'

If the condition is not expressed by a verb construction, then the -*ki*- construction (if used) is formed with the verb *kuwa*:

Ukiwa na njaa, nitakuletea chakula.
'If you're hungry, I'll bring you food.'

2.1. Conditions may also be formed by using the word *kama* by itself to introduce the condition in the same ways as seen above:

Kama unafika, tutakwenda.
'If you are coming, we'll go.'

Kama una njaa, nitakupikia chakula.
'If you're hungry, I'll cook you food.'

2.2. Conditions may also be introduced by the word *ikiwa*, formed from the root -*wa* plus the time prefix -*ki*-; hence, this word is not used to introduce conditions when -*ki*- is used in the verb construction describing the conditions:

Ikiwa unafika, tutakwenda.
'If you are coming, we'll go.'

A. Add *-ki-* to the conditional phrases in the sentences below.

Example: *Kama unataka, nitakuja kwako.*
→ *Kama ukitaka, nitakuja kwako.*

1. *Kama mnataka, nitakwenda.*
2. *Kama unakwenda sokoni, ninunulie ndizi.*
3. *Kama unapenda, nitakupikia mboga na chakula.*
4. *Kama unaniambia, nitakufanyia kazi.*
5. *Kama unakwenda shuleni, nitakwenda nawe.*
6. *Kama unapenda kunywa kahawa, nitakuletea.*
7. *Kama unaniita, nitakuja.*
8. *Kama unataka kufanya kazi sasa, nitakwenda nyumbani.*
9. *Kama mnapenda ndizi, nitawaletea nyingi kesho.*
10. *Kama mnaniambia, nitawapatia chakula dukani.*

B. Change *kama* to *ikiwa* in the sentences above.

Example: *Kama unataka, nitakuja kwako.*
→ *Ikiwa unataka, nitakuja kwako.*

C. Combine sentences using *kama* or *ikiwa* to make conditions (out of the first sentences).

Example: *Watu wana njaa. Watu wanakula.*
→ *Kama/Ikiwa watu wana njaa, wanakula.*

1. *Watu wana huzuni. Watu wanalia.*
2. *Watu wana furaha. Watu wanacheka.*
3. *Watu wana kiu. Watu wanakunywa maji.*
4. *Watu wana njaa. Watu wanakula.*
5. *Watu wana kazi. Watu wanafanya kazi kila siku.*
6. *Tuna njaa. Tunakula.*
7. *Nina kiu. Ninakunywa.*
8. *Una furaha. Unacheka.*
9. *Mna kazi. Mnafanya kazi kila siku.*
10. *Ana huzuni. Analia.*

D. Combine the pairs of sentences above using *-ki-* constructions to make conditions from the first sentences, and *hu-* constructions to describe habitual actions from the second sentences.

Example: *Watu wana njaa. Watu wanakula.*
→ *Watu wakiwa na njaa, hula.*

3. The verb prefix *-vyo-* is used in verb constructions to refer to the manner or method by which the event described by the root is done. It is attached following the time prefix, and translates as 'how' or 'the way/manner in which' in English:

Nionyeshe unavyopika chakula cha Kitanzania.
'Show me how/the way in which you cook Tanzanian food.'

Aliwaangalia watu walivyoohesa.
'He/She watched how/the way in which people danced.'

-Vyo- often occurs with the words *jinsi* 'kind, method, way', *namna* 'example, sort, kind', and *kama* 'like as':

Alinionyesha jinsi/namna anavyoshona nguo.
'He/She showed me the way in which he/she sewed clothes.'

Tutapika kama alivyotuelesa.
'We'll cook as/like/in the way in which he/she explained to us.'

-Vyo- may only be used with the time prefixes *-na-*, *-li-*, and *-ta-*. With *-ta-* the additional syllable *-ka-* must be inserted in between the time prefix and *-vyo-*:

Tutapika kama atakavyotuelesa.
'We will cook in the way in which he/she will explain to us.'

4. The verb prefix *-vyo-* is formed from a combination of the concord prefix *vi-* plus the vowel *o*.* The concord prefix *vi-* is used alone on adjective roots to form adverbs of manner:

vibaya	'badly'	(*-baya*	'bad')
vizuri	'nicely'	(*-zuri*	'good, beautiful')
vyema	'well'	(*-ema*	'good')

It is used with the demonstrative roots to form demonstratives referring to manner:

vile	'that way/manner/method'
hivi	'this way/manner/method'
hivyo	'this/that manner I was talking about'

*See 31,2 for further explanation of *-vyo-*.

Vocabulary

-onyesha 'show'	*-fundisha* 'teach'

A. Add *jinsi* to the following sentences.

Example: *Nitakuonyesha tunavyopika.*
→ *Nitakuonyesha jinsi tunavyopika.*

1. *Nitakuonyesha ninavyoshona nguo.*
2. *Utanionyesha wanavyofanya kazi.*
3. *Atanifundisha wanavyoandika barua za kazi.*
4. *Watanifundisha wanavyopika chakula.*
5. *Utanionyesha unavyofundisha.*
6. *Nionyeshe unavyosafisha nyumba.*
7. *Nionyeshe Unavyoweka chakula mezani.*
8. *Nionyeshe unavyokula kwa mkono.*
9. *Tufundishe mnavyoweka nguo zenu sanaukuni.*
10. *Tufundishe mnavyokaanga nyama.*
11. *Tufundishe mnavyopika chakula na mboga.*
12. *Tufundishe mnavyochemsha maji kwenye jiko hili.*

B. Add the word *vile* to each of the sentences above.

Example: *Nitakuonyesha tunavyopika.*
→ *Nitakuonyesha vile tunavyopika.*

C. Combine pairs of sentences using *-vyo-*.

Example: *Nitakuonyesha. Ninapika chakula.*
→ *Nitakuonyesha (vile/jinsi) ninavyopika.*

1. *Utanionyesha. Unashona nguo.*
2. *Utanifundisha. Unasafisha nyumba yako.*
3. *Watanifundisha. Wanapika chakula na mboga.*
4. *Atanionyesha. Anafundisha.*
5. *Atanifundisha. Anaandika barua.*
6. *Walinifundisha. Wanalima.*
7. *Walikufundisha. Wanawalisha watoto.*
8. *Nilimwonyesha. Ninaweka chai chupani.*
9. *Nilimfundisha. Tunawaambia wazee.*
10. *Nilimfundisha. Ninachemsha maji jikoni.*
11. *Walinionyesha. Wanachoma nyama.*
12. *Tulimfundisha. Tunapumzika kwenye mkeka.*
13. *Walinifundisha. Wanawasha moto kwenye jiko.*
14. *Walikuonyesha. Wanakcanga nyama ilve.*

NEGATIVE CONDITIONS *-SIPO-*
STATIVE SUFFIX *-IK-/-EK-*
NEGATIVE VERB PREFIX *-JA-*: 'NOT YET'

Lesson 23

1. So far we have seen negative verb constructions formed with the negative prefix *ha-*. There are, however, some situations where *ha-* is not used for negation; instead the negative particle *si* (13,1) is used as a verb prefix inserted directly following the subject concord. *-Si-* is used with the prefix *-po-* to form negative conditional constructions. These translate in several different ways in English:

Usipojaribu, hutafaulu.

'Unless you try, you won't succeed.'
'If you don't try, you won't succeed.'
'When you don't try, you won't succeed.'

Negative conditional statements can also be formed by using negative *ha-* constructions introduced by *kama*:

Kama hujaribu, hutafaulu.
'If you don't try, you won't succeed.'

A. Change to negative (without using -*sipo*-)

Example: *Kama unataka, nitakuja.*
→ *Kama hutaki, sitakuja.*

1. *Kama unakwenda, nitakwenda.*
2. *Kama unasoma, nitatoka.*
3. *Kama unapika, nitakusaidia.*
4. *Kama unakaa nyumbani, nitakuja.*
5. *Kama unashona, nitakusaidia.*
6. *Kama unataka, nitakusaidia.*
7. *Kama unapenda, nitakuletea chai.*
8. *Kama unataka, nitakunununlia chakula.*
9. *Kama unafundisha, nitasikiliza.*
10. *Kama unaandika barua, nitasoma kitabu.*

B. Change to negative using -*sipo*-

Example: *Ukija, nitakukimbia.*
→ *Usipokuja, sitakukimbia.*

1. *Ukinunua ndizi, nitakula nawe.*
2. *Ukileta kahawa, nitakunywa.*
3. *Ukipika chai, nitakunywa.*
4. *Ukija nyumbani, tutazungumza.*
5. *Ukipata habari, utaniambia.*
6. *Ukifika shuleni, tutasoma vitabu.*
7. *Ukiohoma nyama, nitakaanga samaki.*
8. *Ukinunua maziwa, nitanunua mayai.*
9. *Ukitaka, tutakwenda sasa.*
10. *Ukiona kisu kikali, utaninunulia.*

C. Change 1 - 8 sentences above to negative using *kama* or *ikiwa*; do not use -*sipo*-.

Example: *Ukija, nitakukimbia.*
→ *Kama huji, sitakukimbia.*

2. The stative suffix *-ik-* or *-ek-* is used to describe states which result from actions. As with the prepositional and causative suffixes, the stative suffix has different forms depending upon the root to which it is attached.

Stative stems formed with *-ik-* and *-ek-* express two different concepts, depending upon the time reference made. With the time prefix *-na-*, the stems are used to describe the capability or potentiality of an action's occurrence. With the time prefix *-me-* (*-li-* and *-ta-*), the stems are used to describe states (resulting from actions).

2.1. When the vowel of the verb root is *e* or *o*, the suffix vowel is *e*:

Nyama imechomeka.	'The meat is burned.'
Nyama inachomeka.	'The meat can be burned/is burnable.'

2.2. When the root vowel is *i*, *u*, or *a*, the suffix vowel is *i*:

Kikombe kimevunjika.	'The cup is broken'
Kikombe kinavunjika.	'The cup can be broken/is breakable.'

2.3. When the root ends in two vowels, *l* may or may not be inserted before the suffix vowel. If it is not inserted, the suffix has no vowel preceding *-k-*:

Kitambaa kimeraru(li)ka.	'The cloth is torn.'
Kitambaa kinararu(li)ka.	'The cloth can be torn.'

To understand the stative suffix, it is useful to compare it to the passive suffix. With the passive suffix, the presence of the doer of the action is implied:

Kikombe kilivunjwa.	'The cup was broken (by someone).'

With the stative suffix, on the other hand, there is no such implication; the state is described without suggesting that anyone has done the action.

Kikombe kilivunjika.	'The cup was broken.'

Vocabulary

-*vunja* 'break'

A. Change to negative.

Example: *Kazi inafanyika.* → *Kazi haifanyiki.*

1. *Kioo kinavunjika.*
2. *Samaki inachomeka.*
3. *Nguo zinakatika.*
4. *Chupa inafungika.*
5. *Mlango unafunguka.*
6. *Nyama inalika.*
7. *Nguo zinapasuka.*
8. *Viatu vinavalika.*
9. *Uzi unashikika.*
10. *Barua inasomeka.*

B. Change passive constructions to stative using -*k*-.

Example: *Kazi imefanywa nami.*
→ *Kazi imefanyika.*

1. *Kikombe kimevunjwa naye.*
2. *Nyama imechomwa naye.*
3. *Kitambaa kimekatwa nawe.*
4. *Mlango umefungwa naye.*
5. *Sanduku limefunguliwa nami.*
6. *Chakula kimeliwa na watoto.*
7. *Kitambaa kimepasuliwa nawe.*
8. *Nguo zimevaliwa na watoto.*
9. *Uzi umeshikwa naye.*
10. *Kitabu kimesomwa nao.*

3. The time prefix -*ja*- is used to describe events which have not yet happened but which are supposed to occur. Verb constructions with -*ja*- are negative constructions; they occur with the negative prefix *ha*-. Monosyllabic roots do not retain the -*ku*- prefix:

Rafiki yangu hajaja. 'My friend hasn't come yet.'

Hatujasoma. 'We haven't read yet.'

Usually, people tend to assume that -*ja*- constructions are the negative forms for verb constructions with -*me*- since, in one sense, -*me*- constructions can be translated as 'have already done'. This is in fact an oversimplification. -*Me*- constructions may be negated with past negative constructions, as well as -*ja*- constructions, depending upon the situations:

Je, wamefika? 'Have they arrived?'

- *La, hawakufika.* 'No, they haven't come... and probably won't.'
- *La, hawajafika.* 'No, they haven't come yet... but they'll be here.'

3.1 -*Ja*- constructions are often used with the word *bado* 'still, not yet'; *bado* may precede or follow the verb construction:

Bado sijasoma. 'I still haven't read (yet).'
Sijasoma bado.

3.2 -*Ja*- verb constructions also are used following the conjunction *kabla ya* 'before' and *baada ya* 'after':

Kabla ya sijafika, nitanunua maziwa.
'Before I arrive, I'll buy milk.'

A. Answer the following questions, using -*ja*- verb constructions.

Example: *Je, wamefika?* → *Hawajafika.*

1. *Je, wamekula chakula?*
2. *Je, wamekunywa maji?*
3. *Je, wamekwenda sokoni?*
4. *Je, amerudi nyumbani?*
5. *Je, amekwenda shuleni?*
6. *Je, wamepika chakula?*
7. *Je, mmepata habari?*
8. *Je, mmemwona mwalimu?*
9. *Je, umemwambia habari?*
10. *Je, umenunua maziwa?*

B. Answer the questions above using *bado* + -*ja*-.

Example: *Je, wamefika?* → *Hawajafika bado.*
OR → *Bado hawajafika.*

C. Change to negative.

Example: *Anasoma bado.* → *Hajasoma bado.*

1. *Tunapika bado.*
2. *Bado tunakimbia.*
3. *Bado wanaimba.*
4. *Bado wanatafuta chakula.*
5. *Tunakunywa chai bado.*
6. *Watoto wanakula bado.*
7. *Simba ananguruma bado.*
8. *Bado watu wanafika nyumbani.*
9. *Bado tunazungumza.*
10. *Tunakaa bado.*

D. Change verbal noun to -*ja*- construction.

Example: *Kabla ya kutoka, nitakuita.*
→ *Kabla ya sijatoka, nitakuita.*

1. *Kabla ya kwenda shuleni, nitatafuta vitabu.*
2. *Kabla ya kupika, nitanunua chakula.*
3. *Kabla ya mimi kukuambia habari, nitamwambia Ali.*
4. *Kabla ya kukaanga nyama, ataikata.*
5. *Kabla ya kupumzika, nitafanya kazi.*

A. Change to negative (without using *-sipo-*).

Example: *Kama unataka, nitakaa.*
→ *Kama hutaki, sitakaa.*

1. *Kama unapenda chakula, nitakupikia.*
2. *Kama unanifundisha, nitafahamu.*
3. *Kama unanionyesha unavyopika, nitakupikia.*
4. *Kama unanifundisha unavyoshona, nitakushonea.*
5. *Kama unataka kwenda, tutakwenda.*
6. *Kama unapenda chai, nitakuletea.*
7. *Kama unanionyesha unavyosafisha nyumba, nitakusaidia.*
8. *Kama unapika chakula, nitakusaidia.*
9. *Kama unanionyesha unavyowasha moto kwenye jiko, nitakuwashia.*
10. *Kama unanionyesha unavyoandika barua, nitakuandikia.*
11. *Kama unanifundisha kusema Kiswahili, nitazungumza kwa Kiswahili.*
12. *Kama unanifundisha kusoma kitabu kwa sauti, nitakusomea.*
13. *Kama unanifundisha kuweka chakula kwenye sahani, nitakuwekea.*
14. *Kama unanifundisha kuweka nyama kwenye moto iive, nitakuwekea.*
15. *Kama unanionyesha jinsi unavyofanya kazi hizi, nitakufanyia.*

B. Change the sentences above into conditions using *-ki-* constructions.

Example: *Kama unataka, nitakaa.*
→ *Ukitaka, nitakaa.*

C. Change the sentences above into the negative using *-sipo-* constructions.

Example: *Kama unataka, nitakaa.*
→ *Usipotaka, sitakaa.*

A. Translate.

1. I want to eat but I haven't cooked the meat yet.
2. I am looking for raw bananas but I haven't found them yet.
3. I am studying Swahili but I still don't understand.
4. I went to the shop but I couldn't get milk.
5. Unless you wait for me, I won't come.
6. If you don't tell him I will.
7. If you didn't come, you didn't see her.
8. Unless you write a letter, she won't come.
9. Unless you cook, the children won't eat.
10. I wanted to buy shoes but I haven't found a shoe shop yet.
11. I wanted to buy vegetables, but I haven't found the market yet.
12. This cup is breakable.
13. This cloth can be torn.
14. This meat can't be cut.
15. This thread can't be held.
16. That food is inedible.
17. Those clothes can't be worn yet.
18. Unless you bring me tea, I won't wake up in the morning.
19. I didn't bring you coffee because there wasn't any in the kitchen.
20. I won't buy you vegetables because there aren't any at that shop .
21. I am looking for your work but I haven't found it yet.
22. I am writing to my friend but I haven't remembered her name.
23. I wanted to tell her the news but I hadn't remembered yet.
24. We followed each other down the road.
25. We lit the fires for one another.
26. I opened the door for you and you opened the box for me.
27. They cooked me food and I brought them coffee.
28. We went to the market to see them but we haven't found them yet.
29. If you don't want to come with me, you won't see my new house.
30. Unless you find a room, you won't have a place to live.

NEGATIVE -*E* CONSTRUCTIONS
ADVERBS
THE VERB *KWISHA*

Lesson 24

1. Negative -*e* constructions are used to negate simple commands as well as to negate affirmative -*e* constructions. Thus we find it used when a speaker wants to prohibit or prevent an event from occurring, as well as when he or she wants to suggest/request/order/etc. that an event not occur.

Negative -*e* constructions are formed with the negative prefix -*si-* instead of *ha-*. This prefix is attached directly following the subject concord; the final vowel -*e* remains.

Negative Commands:

Usiondoe vyombo!	'Don't take the dishes away!'
Msiende sokoni leo!	'Don't go to the market today!'

Negative -*e* constructions:

Afadhali usiende sokoni.	'It's better if you don't go to market.'
Lazima asijue.	'It's necessary that he/she not know.'
Mpikie asisikie njaa.	'Cook for him so he/she doesn't feel hungry.'

A. Respond with negative commands.

Examples: *kula!* → *Usile!*
kuleni! → *Msile!*

1. *Shika kalamu!*
2. *Choma nyama!*
3. *Chemsha maji!*
4. *Sema!*
5. *Shuka!*
6. *Rudini!*
7. *Kimbieni!*
8. *Kaeni!*
9. *Fikirini!*
10. *Njooni!*

B. Respond with negative commands.

Examples: *Niletee chai!* → *Usiniletee chai!*
Nipikieni chai! → *Msinipikie chai!*

1. *Nilete chai!*
2. *Niandikieni barua!*
3. *Mfungulie mlango!*
4. *Mwekee chakula!*
5. *Mtafutieni karatasi.*
6. *Nitilie chai!*
7. *Nikatieni nyama!*
8. *Mwimbieni.*
9. *Wanunulie mboga.*
10. *Nichukulieni mfuko.*

C. Respond with the negative.

Example: *Afadhali uende.* → *Afadhali usiende.*

1. *Lazima uniandikie barua.*
2. *Afadhali umwambie habari.*
3. *Bora uwaite.*
4. *Afadhali uje kesho.*
5. *Lazima ununue maziwa na nyama sokoni.*
6. *Sharti ufike shuleni kila siku.*
7. *Sharti umtafutie kazi.*
8. *Afadhali utuletee chai na chakula.*
9. *Afadhali tuzungumze.*
10. *Bora ununue viti na meza.*

2. So far we have seen that the particle *kwa* is used to form phrases which describe the manner or method in which the event named by the verb root occurs (21,3). Such phrases are called adverbial phrases. Swahili also has many independent words which are used to describe different circumstances in which an event occurs. These are invariable adverbs, opposed to variable adverbs formed with the prefix *vi-* (22,3).*

2.1. Words used to describe the time when an event occurs:

leo	'today'	*mapema*	'early'
bado	'still, not yet'	*sasa*	'now'
		mchana	'in the daytime'
baadaye	'later'	*mwishowe*	'finally'
daima	'continually'	*mara*	'immediately' (precedes verb)
jana	'yesterday'		
juzi	'day before yesterday'	*jioni*	'evening, in the evening'
kesho	'tomorrow'	*kwanza*	'first'

2.2. Words used to describe where an event occurs:

chini	'down below' on the floor'	*mbali*	'far away'
		karibu	'near'
juu	'up, above'	*mbele*	'in front'
kando	'to the side'	*nyuma*	'behind'

2.3. Words used to describe the manner or degree to which an event occurs:

bure	'to no purpose, freely'	*haraka*	'hurriedly'
		upesi	'quickly'
ghafula	'suddenly'	*kabisa*	'utterly, quite'
haba	'very little'	*polepole*	'slowly'
halisi	'exactly'	*sana*	'very much'
sawasawa	'properly'	*taratibu*	'carefully'
tu	'only, simply'	*kadhalika*	'in a like manner'

*Adverbs are also formed with the prefix *ki-*. This is discussed in 33,3.

Vocabulary

mapema	'early'	*chini*	'down, under'
baadaye	'later'	*juu*	'up, above'
jioni	'evening'	*mbali*	'far'
mchana	'daytime'	*karibu*	'near'
mara	'immediately' (preceding verb)	*polepole*	'slowly'
		tu	'only, just'
mara	'time, occasion'	*kabisa*	'utterly, quite'
usiku	'night'	*upesi*	'quickly'

A. Substitute with words given.

Example: *Walifanya kazi mapema. (polepole)*
→ *Walifanya kazi polepole.*

1. *Walifika nyumbani mapema. (baadaye)*
2. *Tutakuja mapema. (baadaye)*
3. *Anakaa mbali. (karibu)*
4. *Watakwenda mchana. (jioni)*
5. *Ninakaa mbali na nyumbani kwake. (karibu)*
6. *Anataka kununua mazizi tu. (kabisa)*
7. *Weka hiki kitabu juu. (chini)*
8. *Alikaa juu ya meza. (chini)*
9. *Mara alikuja nyumbani. (baadaye)*
10. *Watakufanyia kazi polepole. (upesi)*
11. *Tutaonana mchana (jioni)*
12. *Tutakaanga nyama polepole. (upesi)*
13. *Watakwenda mjini mchana. (usiku)*
14. *Aliweka chakula chini ya meza. (juu)*
15. *Alifanya kazi tu. (kabisa)*

B. Substitute.

Example: *Aliniambia habari tulipokutana mara ya kwanza. (pili)*
→ *Aliniambia habari tulipokutana mara ya pili.*

Basic Construction: *Tulipendana tulipokutana mara ya kwanza.*

1.	*pili*	4.	*tano*	7.	*nane*
2.	*tatu*	5.	*sita*	8.	*tisa*
3.	*nne*	6.	*saba*	9.	*kumi*

3. The verb root *-isha* 'be finished, completed' is also used in Swahili as an auxiliary verb. As an auxiliary, *kwisha* is used to describe events which have already been finished or completed.

Nimekwisha kusoma. 'I have already finished reading.'
Nimekwisha soma.

Nilikwisha kusoma. 'I finished reading.'
Nilikwisha soma.

Special shortened forms of these constructions exist in some Swahili dialects. In one, both *ku-* prefixes are dropped, and the root *-isha* is shortened to *-sha*:

Nimeshasoma.

In the other, only the shortened root remains:

Nishasoma.

Negative constructions are formed with the *-ja-* negative prefix (23,3):

Je, umekwisha kusoma? La, sijasoma.
'Have you already read?' 'No, I haven't read yet'

4. The verb *kwisha*, shortened to *kisha*, is also used as a conjunction. In this situation, it translates as 'in addition' or 'moreover':

Wewe ni mwivi, kisha ni mwongo.
'You're a thief, moreover (you're) a liar'

Kisha can also be used to mean 'then' or 'afterwards'. In this context, it is more-or-less exchangeable with *halafu*.

Kwanza tutakwenda sokoni, halafu/kisha tutarudi nyumbani.
'First we will go to the market, afterwards we will return home.'

A. Complete the following sentences.

1. *Nilitaka kuja lakini* _____.
2. *Niliseema kwamba* _____.
3. *Sitaki kula wala* _____.
4. *Nilikuambia kama* _____.
5. *Walituambia kwamba* _____.
6. *Mliseema kwamba* _____.
7. *Ama tutakunywa chai ama* _____.
8. *Wataseema kwamba* _____.
9. *Tutampiga simu au* _____.
10. *Hatutakaa nyumbani bali* _____.
11. *Tulinunua ndizi tena* _____.
12. *Tuliandika barua pia* _____.
13. *Walituambia kama* _____.
14. *Ama nitanunua viatu sokoni ama* _____.
15. *Sitashona nguo bali* _____.

B. Translate.

1. We cleaned the house for her (sake).
2. We live near your shop.
3. I put the books under the table.
4. I waited for her in front of the school.
5. We went to town together with my mother.
6. I've already finished my work but I haven't eaten yet.
7. We live far from the shops but near the market.
8. I haven't yet found him but I have already written the letter because of him.
9. He was waiting for me among the trees in the forest.
10. That shop is located between my house and your house.
11. I don't want to go to the market, on the contrary I want to stay at home.
12. We ran to the house then we ran to the market.
13. I said that I don't want to see you at school until you have finished your work.
14. He told me that he didn't want to see me until I finished reading his book and writing his letter.
15. I don't know if he wants to come with us.
16. I won't clean the house until you bring me a cleaning cloth.
17. If you don't want to come with us, we will go with my teacher.
18. Either you come home or we will come find you.
19. I don't like rice nor vegetables.
20. I have a fever but I must go to work.

SUMMARY: NOUN CLASSES
SUMMARY: NOUN CONCORDS
VERBAL NOUN CONCORD
NEGATIVE VERBAL NOUNS

Lesson 25

1. Swahili has six different classes of nouns which can be distinguished on the basis of differing noun prefixes and concords. Nouns in these classes occur with singular and plural prefix forms. These are summarized below. Noun prefixes also vary in form depending upon whether they are attached to noun roots beginning with vowels or consonants.

M-/Wa- Nouns

Singular: *M-* before consonants, *Mw-* before vowels.
Plural: *Wa-* before consonants, *W-* before *a/e* (and *a + i → e)*

M-/Mi- Nouns

Singular: *M-* before consonants, *Mw-* before vowels.
Plural: *Mi-* before consonants and vowels.

Ki-/Vi- Nouns

Singular: *Ki-* before consonants, *ch-* before vowels, *k-* before *i*.
Plural: *Vi-* before consonants, *vy-* before vowel, *v-* before *i*.

N- Nouns

Singular: *N-/M-* before certain consonants, *Ny-* before vowels.
Plural: *N-/M-* before certain consonants, *Ny-* before vowels.

Ji-/Ma- Nouns

Singular: *Ji-* on monosyllabic roots, *J-* before vowels.
Plural: *Ma-* before consonants and vowels (except *a + i → e)*

U-/N- Nouns

Singular: *U-* before consonants, *W-* before vowels.
Plural: *N-/M-* before consonants, *Ny-* before vowels.

The following is a list of nouns, grouped according to class.

M-/Wa- Nouns

mtu	'person'	*mtoto*	'child'
mwanamke	'woman'	*mwanamume*	'man'
msichana	'young woman'	*mvulana*	'young man'
mzee	'elder'	*mwalimu*	'teacher'
mwivi	'thief'	*mwanafunzi*	'student'

M-/Mi Nouns

mti	'tree'	*mwezi*	'moon, month'
mwembe	'mango tree'	*mnazi*	'coconut tree'
mlima	'mountain'	*mwitu*	'forest'
mmea	'plant, crop'	*moyo*	'heart'
moto	'fire'	*mguu*	leg, foot'
mji	'town'	*mkono*	'arm'
mlango	'door'	*mkeka*	'mat'

Ki-/Vi- Nouns

kiti	'chair'	*chumba*	'room'
kitu	'thing'	*choo*	'toilet, bathroom'
kitanda	'bed'	*kikapu*	'basket'
chakula	'food'	*kikombe*	'cup'
kijiko	'spoon'	*kisu*	'knife'
kitabu	'book'	*kiatu*	'shoe'

N- Nouns

nyama	'meat'	*ndizi*	'banana'
nyumba	'house'	*njia*	'path, road'
mvua	'rain'	*nguo*	'clothes'
mboga	'vegetable'	*meza*	'table'
kalamu	'pen, pencil'	*kahawa*	'coffee'
chai	'tea'	*chumvi*	'salt'
siku	'day'	*shida*	'problem'

Ji-/Ma- Nouns

jicho	'eye'	*jina*	'name'
jiwe	'stone'	*jino*	'tooth'
jiko	'kitchen, stove'	*jani*	'leaf'
jembe	'hoe'	*tunda*	'fruit'
nanasi	'pineapple'	*yai*	'egg'
soko	'market'	*tawi*	'branch'

2. The following chart summarizes the concord prefixes used to refer to nouns in different noun classes.

NOUN CLASS	ADJECTIVE ROOTS		-A -ENYE (13,4) -O (17,3)	VERB DEMONSTRATIVE
	Before Consonant	Before Vowel		
ALL ANIMATE NOUNS	M-	MW-	W-[2]	A-(-M-)[4]
	WA-	W(A)[1]	W-[3]	WA-
M-	M-	MW-	W-[3]	U
MI-	MI-	MY-	Y-	I
KI-	KI-	CH-[5]	CH-	KI
VI-	VI-	VY-[6]	VY-	VI
N-	N-/M-/Ø[7]	NY-	Y-	I
N-	N-/M-/Ø	NY-	Z-	ZI
JI-	JI/Ø	J-	L-	LI
MA-	MA-	M-[1]	Y-	YA
U-	M-	MW-	W-	U
N-	N-/M-/Ø	NY-	Z-	ZI

1 *a* before *i* changes to *e*.
2 *w* before *enye* changes to *mw*; -*ye* replaces -*o*.
3 No prefix before *o*.
4 *Yu* before demonstratives.
5 *k* before *i*
6 *v* before *i*
7 Ø = no prefix.

A. Respond with the singular.

Examples: *Miti imeanguka.* → *Mti umeanguka.*
Matunda yapo mitini. → *Tunda lipo mtini.*

1. *Miti iko huko mwituni.*
2. *Viatu vimepasuka.*
3. *Mananasi yalikuwa matamu.*
4. *Nyumba nyingi ziko mijini.*
5. *Watu wengi wanakaa kwenye nyumba nyingi.*
6. *Tumeandika barua za wazee wetu.*
7. *Walikwenda sokoni wakanunua visu, vijiko, na nyuma.*
8. *Miti mizuri iko kule njiani.*
9. *Tuliweka majiko mazuri nekoni.*
10. *Miti hii ina matawi na majani na matunda mengi.*

B. Respond with the plural.

1. *Niletee kikombe kikubwa cha chai.*
2. *Uliuona mti wenye tunda moja kubwa.*
3. *Niliupata mfuko huu dukani.*
4. *Aliweka kijiko, kisu, na uma mezani.*
5. *Ulikaa kwenye kiti kifupi chenye mguu mmoja.*
6. *Simba ananguruma mwituni.*
7. *Uliweka nguo sandukuni.*
8. *Alipopanda mlima ule mkubwa aliuona mti mrefu wenye tawi na tunda.*
9. *Aliponipikia alinitilia chai kikombeni.*
10. *Utaununua uzi mgumu ukifika dukani.*

WRITTEN EXERCISE: Fill in the concords.

1. *Kisu __kubwa __po mezani.*
2. *Miti __le __refu __ko mwituni.*
3. *Matunda __zuri h__ __po mwembeni.*
4. *Nikifika sokoni nita__nunua mboga na nyama.*
5. *Paka __ingi __ nanguruma nyumbani.*
6. *Nili__weka viti __zuri chumbani __a mama yangu.*
7. *Utakapo__ona, __ambie watoto lazima __ende shuleni.*
8. *Ikiwa nina homa, mama yangu ana__pika uji __zuri.*
9. *Tunapo__fanya kazi h__, tuna__nunua kalamu na karatasi.*
10. *Wakifika mlangoni, __ambie habari h__.*
11. *Jana nili__ona mwanamke __enye macho __kubwa na __zuri.*
12. *Mayai h__ __mo sandukuni.*
13. *Nili__weka kitanda na kiti chumbani __ako.*
14. *Nili__kuta mwanamume na mwanamke nyumbani __ao.*
15. *Mwalimu h__ __na wanafunzi __ingi __zuri.*

3. In 4,2 we described how the prefix *ku-* can be attached to verb roots to form verbal nouns. The nouns, like any other nouns, occur with concords. The concord used with verbal nouns is *ku-* before consonants, and *kw-* before vowels. For example:

With Adjective Roots: *Kuimba kuzuri* 'Fine singing'
Kupika kubaya 'Bad cooking

With Verbs: *Kuimba kumekwisha* 'The singing has finished.'
Kupika kumeanza. 'The cooking has begun.'
Kulia kunasikitisha. 'Crying is saddening.'

Notice that constructions with verbal nouns and the verb root *-jua* 'know' translate as 'know how to':

Ninajua kushona. 'I know how to sew'
Sijui kupika. 'I don't know how to cook'

4. Verbal nouns may also be negated. This is done by using the verb root *-toa* 'take out' with a following verb. Usually, it is shortened to *-to-* and inserted between *ku-* and the verb root:

Kutoimba. 'Not to sing/Not singing.'
Kutopika. 'Not to cook/Not cooking'

Examples:

Wana desturi ya kutoandika majina yao halisi.
'They have a custom of not writing their real names.'

Kutocheka kunasikitisha.
'Not laughing is saddening.'

Negative verbal nouns may also have the following forms:

Kutoapika/Kutoakupika. 'Not to cook/Not cooking'

Kutoaimba/Kutoakuimba. 'Not to sing/Not singing'

Vocabulary

-eleza 'explain'	*-maliza* 'finish something'
-anza 'begin'	

A. Substitute.

Example: *Kuimba kumeanza. (soma)*
→ *Kusoma kumeanza.*

Basic Construction: *Kulia kumeanza.*

1. *-pika*	4. *-safisha*	7. *-la*
2. *-fundisha*	5. *-ruka*	8. *-nywa*
3. *-ngoja*	6. *-zungumza*	9. *-fikiri*

Basic Construction: *Nilimaliza kusoma.*

1. *-imba*	4. *-kaanga*	7. *-safisha*
2. *-lia*	5. *-fundisha*	8. *-oga*
3. *-ngoja*	6. *-eleza*	9. *-pumzika*

Basic Construction: *Atanieleza kusoma.*

1. *-pika*	4. *-osha moto*	7. *-andika*
2. *-kimbia*	5. *-kata nyama*	8. *-shona*
3. *-imba*	6. *-kaanga mayai*	9. *-fundisha*

Basic Construction: *Tuna desturi ya kutoimba asubuhi.*

1. *-pika*	6. *-pumzika*
2. *-kaanga mayai*	7. *-fanya kazi*
3. *-weka chakula mezani.*	8. *-nywa kahawa*
4. *-fundisha*	9. *-la nyama*
5. *-koroga chai.*	10. *-chemsha maji.*

B. Change to a sentence using *-jua.*

Example: *Ninasoma.* → *Ninajua kusoma.*

1. *Wanaimba.*	6. *-kimbia*
2. *Unashona.*	7. *-chemsha maji*
3. *Tunafundisha.*	8. *-kaanga nyama*
4. *Anapika*	9. *-pika mayai*
5. *Unaandika.*	10. *-washa moto.*

SUMMARY: TIME
SUMMARY: ASPECT
NEGATIVE ASPECT *-SI-*
SPECIAL USES OF *-KA-*

Lesson 26

1. Verb constructions in Swahili consist of the following pieces, attached in the order shown below:

NEGATIVE PREFIX	+ SUBJECT CONCORD	+ TIME/ ASPECT PREFIX	+ OBJECT CONCORD	+ VERB ROOT	+ DERIVA- TIONAL	+ FINAL VOWEL

1.1 Time prefixes indicate the times at which events occur. Thus far we have seen how to use the following time prefixes:

-NA- for describing events which happen in the present (3,1)
-A- for describing events which happen in the present (19,1)
-ME- for describing states which are happening now (3,2)
-ME- for describing past acts, the results of which are still felt in the present (8,1)
-LI- for describing events which happened in the past (4,1)
-TA- for describing events which will heppen in the future (7,1)

These time prefixes are used in affirmative verb constructions; the final vowel in all affirmative verb constructions is *-a.**

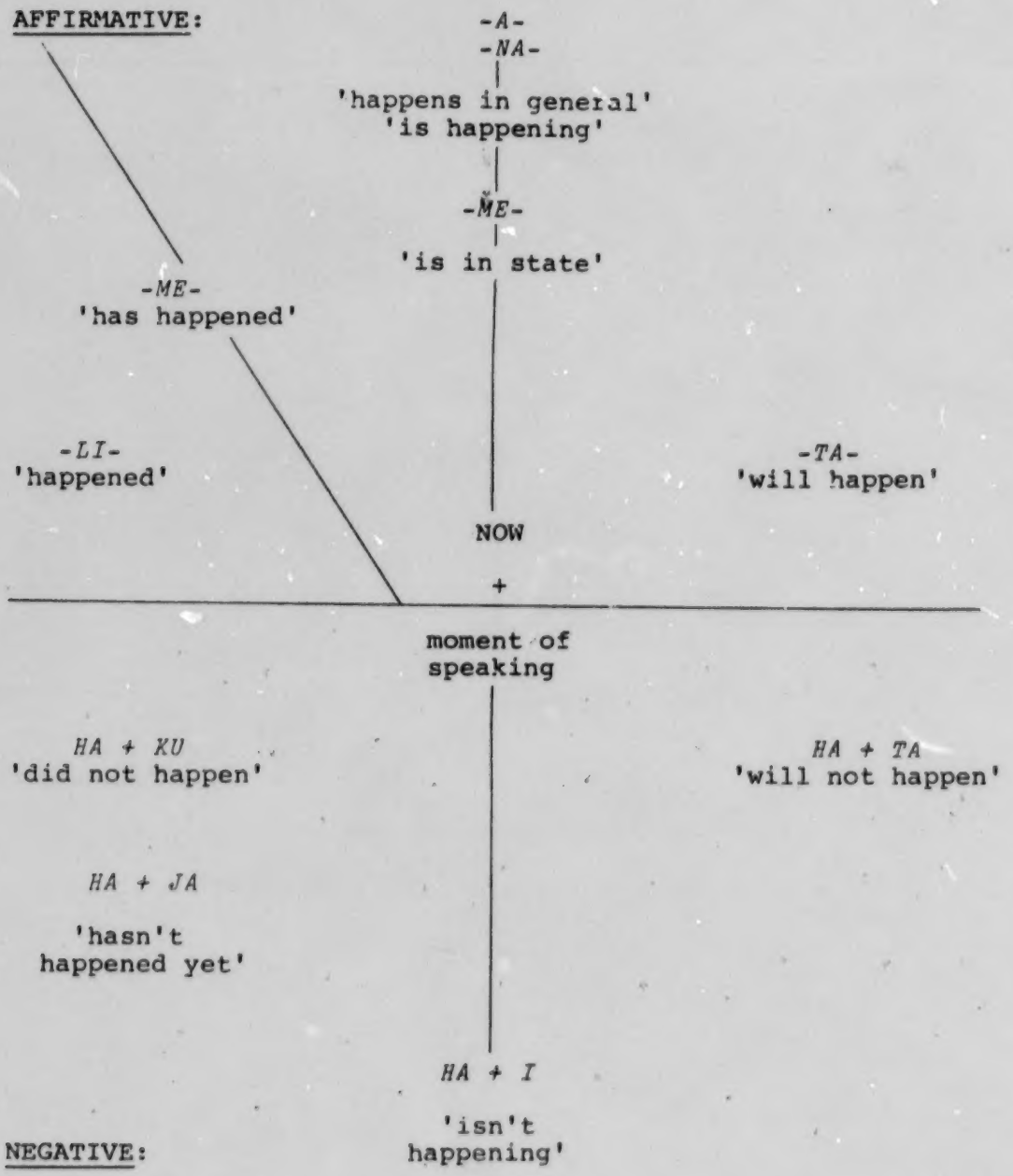
The following prefixes are used in negative verb constructions:

HA- used in negative past, present, and future constructions (7,2; 7,3)
-KU- used in negative past constructions (7,3)
-JA- used to describe events which have not yet occurred (23,3)

The final vowel in negative past and future is *-a*; the final vowel in negative present is *-i*, and there is no time prefix.

*The final vowel is not *-a* if the root ends in another vowel.

1.2 The following diagram illustrates how the different time prefixes are used to describe events hpapening at particular times.



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2. Aspect prefixes are prefixes which are used to describe some aspect of an event's occurrence other than its relation to time. So far, we have examined the following aspect prefixes:

-KA- used to describe consecutive events (5,3)
-KI- used to describe conditions on other events (22,2)
-PO- used to locate an event in time or space (21,1)
-VYO- used to refer to the manner in which an event occurs (22,3)
HU- used (without subject concord) to describe habitually occurring events (22,1)

The final vowel *-e* used in *-e* verb constructions is an aspect suffix used when a speaker expects an event to occur, either because he or she is requesting it (10,1), or becuase its occurrence is necessary/important (12,1), or because its occurrence is the reason or purpose for some other event (16,1).

3. The particle *si* is used as a prefix to form negative constructions in situations where aspect prefixes are used in the affirmative. It is used to do this in several ways:

3.1 *-Si-* is inserted into a verb construction with the final vowel *-e* to show that an event should not occur (24,1):

Usiende! 'Don't go!'

3.2 *-Si-* is inserted before *-po-* to describe situations when (or where) events do not occur. *-Sipo-* constructions are usually used to form negative conditions (23,1):

Usipokuja, nitakwenda. 'When you don't come, I'll go.'
'Unless you come, I'll go.'
'If you don't come, I'll go.'

3.3 *-Si-* is also inserted before *-vyo-* to describe how events should not be done:

Walituonyesha nyama isivyopikwa. 'They showed us how meat should not be cooked.'

3.4 *-Si-* is also used with the final vowel *-e* to describe consecutive events which do not occur:

Tulimtafuta tusimwone. 'We looked for him/her but we could not find him/her.'

4. The prefix *-ka-* used following verb constructions with *-li-* to describe consecutive events in the past (5,3) is also used in other situations.

4.1 *-Ka-* may reflect surprise at the occurrence of a past event when it is used in a verb construction without an accompanying subject concord. *-Ka-* can only be used in this way to refer to 'he' or 'she'.

Kasemaje?!	'He/She said what?!'
Alikuja kasahau kuniambia!	'He/She came and forgot to tell me!'

4.2 *-Ka-* is also used in the past with the verb *kuwa* to convey the notion of 'becoming'.

Alikwenda Ulaya akasoma akawa daktari.
'He/She went to Europe and studied and became a doctor.'

Alisoma Kiingereza akawa mwalimu wa Kiingereza.
'He studied English and became an English teacher.'

4.3 *-Ka-* may also be used to describe consecutive events which have not yet occurred. It is used in this way in *-e* constructions, when the event described is expected to occur away from a speaker. This can be seen by comparing the following sets of examples where *-ka-* is used with verbs which indicate movement away from the speaker:

-E	*-KA- + -E*
Atakuja sokoni anunue ndizi.	*Atakwenda sokoni akanunue ndizi.*
'He/She will come to market (in order) to buy bananas.	'He/She will go to market (in order) to buy bananas.
Njoo ule.	*Nenda ukale.*
'Come and eat.'	'Go and eat.'

If *-ka-* is used with *-e* following a verb which indicates movement toward a speaker, the event is still assumed to occur away from the speaker:

Njoo ukale. 'Come, and then go eat.'

A. Respond with the negative.

Example: *Sasa tunakwenda dukani.*
→ *Sasa hatuendi dukani.*

1. *Tunakula chakula na mboga sasa.*
2. *Wanakunywa chai ya maziwa na kahawa sasa.*
3. *Ananunua ndizi, mananasi, na mayai sasa.*
4. *Anavaa nguo nzuri leo.*
5. *Wanatufungulia mlango wa nyumba sasa.*
6. *Walimu na wanafunzi wanazungumza sasa.*
7. *Ninasafisha nyumba yake leo.*
8. *Unanifundisha kuandika kwa kalamu.*
9. *Ninakoroga uji na unakaanga ndizi.*
10. *Watoto wangu wanajua kuwaamkia wazee vizuri.*
11. *Tunawapakulia chakula na mboga.*
12. *Wanakwenda dukani kununua nguo na viatu.*
13. *Unanionyesha vitu vizuri vya kupikia.*
14. *Anapumzika mkekani.*
15. *Tunakwenda kununua matunda makubwa ya mti ule.*

B. Change the sentences above to refer to the future.

Example: *Sasa tunakwenda dukani.*
→ *Kesho tutakwenda dukani.*

C. Change the sentences above to negatives referring to the future.

Example: *Sasa tunakwenda dukani.*
→ *Kesho hatutakwenda dukani.*

D. Change the sentences above to refer to the past.

Example: *Sasa tunakwenda dukani.*
→ *Jana tulikwenda dukani.*

E. Change the sentences above to negatives referring to the past.

Example: *Sasa tunakwenda dukani.*
→ *Jana hatukwenda dukani.*

A. Combine sentences using *-ka-* constructions.

Example: *Tulikwenda sokoni. Tulinunua ndizi.*
→ *Tulikwenda sokoni tukanunua ndizi.*

1. *Tulipika chai. Tulikunywa.*
2. *Tulifika shuleni. Tulipiga kengele.*
3. *Tulitoka nyumbani. Tulikwenda mjini.*
4. *Tulikula chakula. Tulikunywa maji.*
5. *Tulirudi nyumbani. Tulipumzika.*
6. *Watu walipata kalamu na karatasi. Waliandika.*
7. *Watu walileta kijiko na kisu. Walikula.*
8. *Watu walishona nguo. Walizivaa.*
9. *Watu walipakua chakula. Walikula.*
10. *Watu walianza kazi. Walizimaliza.*

B. Combine the sentences above using *-ki-* constructions.

Example: *Tulipika chai. Tulikunywa.*
→ *Tukipika chai, tunakunywa.*

C. Combine the sentences above using *-ki-* and *hu-* constructions.

Example: *Tulipika chai. Tulikunywa.*
→ *Tukipika chai, hunywa.*

D. Combine the sentences above using *-po-*.

Example: *Tulipika chai. Tulikunywa.*
→ *Tulipopika chai, tulikunywa.*

E. Combine the sentences above using *-po-* in the future.

Example: *Tulipika chai. Tulikunywa.*
→ *Tutakapopika chai, tutakunywa.*

F. Combine the sentences above using *-sipo-*.

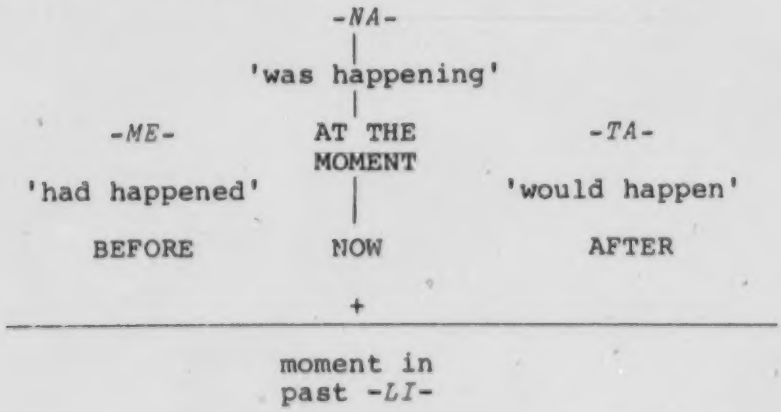
Example: *Tulipika chai. Tulikunywa.*
→ *Tusipopika chai, hatunywi.*

-NA-, *-ME-*, AND *-TA-* IN THE PAST
NEGATIVE PREFIXES *-KU-* AND *-JA-* IN THE PAST
-KI-, *-NA-*, AND *-ME-* FOR ONGOING EVENTS IN THE PAST

Lesson 27

1. The diagram in 26, 1.2 shows how the time prefixes *-na-*, *-me-* and *-ta-* correspond to the present, future and present perfect in English. However, *-na-*, *-me-* and *-ta-* are not restricted to these time references. If a statement is about the past, *-na-*, *-me-* and *-ta-* can be used to show a sequence of events (before, now and after) in the past.

The following diagram illustrates how *-na-*, *-ta-* and *-me-* are used to describe events in a past context:



Some examples of *-na-*, *-me-*, and *-ta-* in the past are:

1.1 *-Na-* is used to talk about events which are happening at the time in the past which is being described:

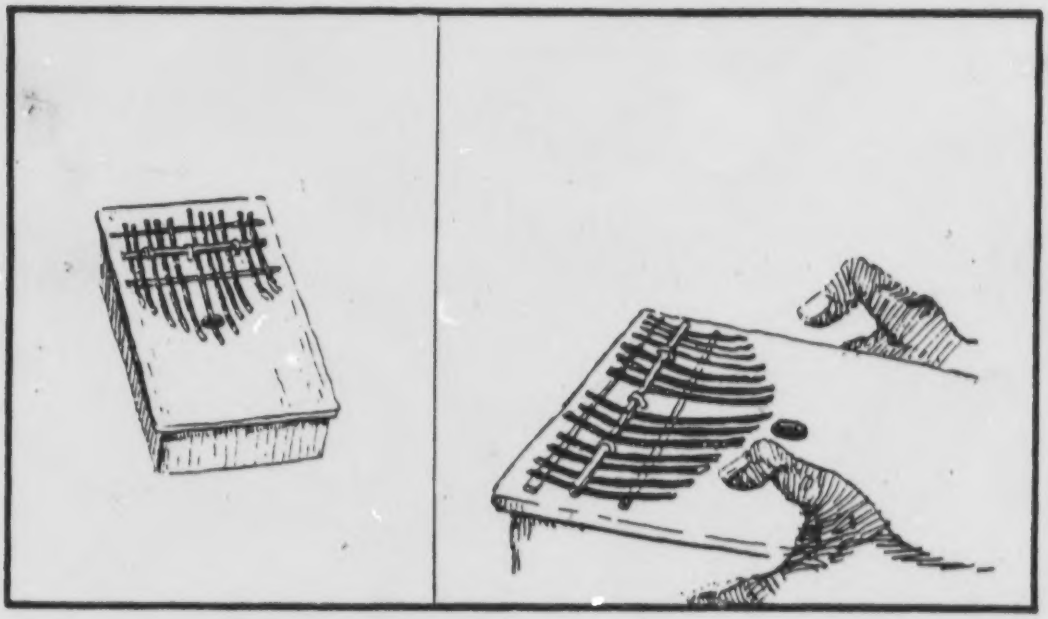
Walitambua basi inaondoka. 'They realized the bus was leaving (at that time)'

1.2 *-Me-* is used to describe actions which have occurred prior to the moment being talked about but which are still relevant to that moment:

Walitambua basi imeondoka. 'They realized the bus had (already) left.'

1.3 *-Ta-* is used to talk about events that happen after the moment that is being talked about:

Aliniuliza kama nitakwenda. 'He/She asked me if I would go (later).'



2. The time prefixes -*ku*- and -*ja*- used in the present to describe events which did not happen, or which have not yet happened, are also used in past contexts. Notice that they both translate with 'had + verb + ed' in this instance:

Nilipotambua hakufika, nilianza kuona wasiwasi.
'When I saw that he/she hadn't arrived, I began to worry.'

Nilipotambua hajafika, nilianza kuona wasiwasi.
'When I realized that he/she hadn't arrived yet, I began to worry.'

3. In 22,1 we saw that the aspect prefix -*ki*- is used to describe conditions on other events. It is also used to describe events which are happening at the same time as some other event. In this instance, the -*ki*- verb construction follows another verb construction describing the event with which the -*ki*- event is co-occurring.

Tuliwaona watoto wakicheza. 'We saw children playing.'

3.1 In this context in the past, -*na*- can also be used to describe ongoing actions. However, while -*ki*- is usually used to describe ongoing events in general, -*na*- is used to describe ongoing events which are happening at a particular time, specified by the context. Here it is difficult to show the difference between -*na*- and -*ki*- in English translation because they both translate with -ing forms of the verb:

Tulipoingia tulimkuta anasoma.
'When we entered we found him/her reading...at that time.'

Tulimkuta akisoma.
'We found him/her reading...no specific time.'

3.2 If a state, or the result of some prior event, is being described, the time prefix -*me*- is used:

Tulimkuta amefurahi. 'We found him/her (being) happy.'

Tulimkuta amebeba mizigo. 'We found him/her loaded up with loads.'

Vocabulary

-taraji	'hope, expect, be confident'
-tumaini	'hope, expect, trust, be confident'

A. Change to past.

Example: *Anasema utanunua ndizi.* → *Alisema utanunua ndizi.*

1. *Anataraji utaandika barua.*
2. *Anasema utakwenda.*
3. *Tunamuuliza kama utakwenda.*
4. *Wanafikiri watakwenda.*
5. *Ninatumaini watafika mapema.*
6. *Anafikiri nitamletea chai.*
7. *Tunatumaini watatupikia chakula.*
8. *Unasema atasoma baadaye.*
9. *Ananiuliza kama nitanunua viatu.*
10. *Unaniambia kwamba utanifanyia kazi.*
11. *Ananiambia kwamba utakwenda Tanzania kusoma Kiswahili.*
12. *Tunataraji watatupa kazi nyuri.*

B. Change to past, and show that the second action is happening at the same time as the first using *-na-*.

Example: *Anasema utanunua ndizi.* → *Alisema unanunua ndizi.*

C. Combine the following sentences using *-me-* to show that the ongoing action has already occurred.

Example: *Niliposikia unakuja, nilikuita.*
→ *Niliposikia umekuja, nilikuita.*

1. *Nilipotambua unakwenda, nilikufuata.*
2. *Aliposikia ninapika, alikuja kula.*
3. *Walipojua tunakuja, walikuja kutukaribisha.*
4. *Niliposikia unatoka, nilikufuata.*
5. *Alipotambua ninapika chai, alikuja kunywa.*
6. *Waliposikia tunakaa nyumbani, walikuja kutuona.*
7. *Mlipotambua tulifika, mlikuja kutuambia habari.*
8. *Uliposikia ninakwenda Marekani kusoma, uliniandikia.*
9. *Nilipotambua ninatoka, niliwatafuta.*
10. *Mlipojua tunafanya kazi, mlikuja kutusaidia.*

A. Change the sentences in Exercise A on the facing page to the past and show that the second action did not happen.

Example: *Anasema utanunua ndizi.*
→ *Alisema hukununua ndizi.*

B. Change the sentences in Exercise A on the facing page to past, and show that the second action has not happened yet.

Example: *Anasema utanunua ndizi.*
→ *Alisema hujanunua ndizi.*

C. Combine sentences, showing that the second action happened at the same time as the first. Use *-na-* to show that action happened at a specific time only when a specific time is mentioned. Remember to use *-me-* for states.

Examples: *Tuliwaona. Walicheza.*
→ *Tuliwaona wakicheza.*
Tulipoingia tuliwaona. Walicheza.
→ *Tulipoingia tuliwaona wanacheza.*

1. *Tulikuona. Ulifurahi.*
2. *Tuliwakuta. Walisoma.*
3. *Alipoingia aliniona. Nilipika.*
4. *Walituona. Tulicheka.*
5. *Ulinikuta. Nilichelewa.*
6. *Nilipofika niliwakuta. Waliandika.*
7. *Alituona. Tulifanya kazi.*
8. *Ulipoingia ulimwona. Alilala.*
9. *Tulipokuja tulikukuta. Ulicheka.*
10. *Aliwaona. Walikimbia.*

D. Change the sentences in Exercise A on the facing page to the past and show that the second action has already occurred by using *-me-*.

Example: *Anasema utanunua ndizi.*
→ *Alisema umenunua ndizi.*

Translate.

1. When we realized you had left, we followed you.
2. We found them playing.
3. When we entered she was reading.
4. When we left the child was playing.
5. He said you were going to America.
6. He said you had gone.
7. We found you laughing.
8. When we arrived he was crying.
9. We were living in Tanzania last year.
10. They realized he had already written to them.
11. When I heard you had cooked food, I came to eat.
12. When they heard we were working, they came to help us.
13. I saw them working.
14. I hoped he would come early.
15. I hoped he was coming early.
16. I hoped he hadn't arrived yet.
17. They realized I hadn't written yet.
18. We heard that they hadn't begun working yet.
19. We heard that they hadn't gone.
20. They knew that we hadn't written.
21. When he entered the room, he was sleeping.
22. When we went to school we found them studying.
23. She says that you are going to buy bananas.
24. They know that you won't go to America this year.
25. They knew that you had gone.
26. They hoped that you hadn't eaten yet.
27. When they met you, they introduced themselves.
28. When I saw you, I wanted to tell you the news.
29. When they arrived, they found us crying.
30. They asked whether you would bring tea.
31. I hoped that you had already written the letter.
32. She knows you are crying.
33. She hopes that you haven't already left.
34. When they entered, they saw me sleeping.
35. I realized he was coming.
36. I realized he had already come.
37. I realized he would come.
38. I realized he wouldn't come.
39. I realized he hadn't come.
40. We know you are tired.

SUMMARY: CAUSATIVE AND PREPOSITIONAL SUFFIXES

Lesson 28

1. The causative and the prepositional suffixes in Swahili are both used to describe events involving participants other than the doer of an action and the object of that action. The causative suffix is used when the additional participant is somehow causing the action to occur; the causer may be someone forcing someone else to do the event, or someone who is helping or permitting someone to do the event. The prepositional suffix is used when the additional participant is somehow affected by the action. He or she may be the person receiving the object of the action, or the person on whose behalf the action is being done, or the reason that the action is happening, etc.

1.2 The causative suffix may be attached to both stative and active verb roots. When attached to roots which designate states, it serves to change that stative root into an active stem. In this instance, the presence of the causative suffix allows the speaker to talk about an object of the action; something which is not possible with stative roots alone since states are never directed towards an object. The element of causation is still present however:

Nilifurahi → *Nilikufurahisha.*
'I was happy' 'I made you happy.'
OBJ

However, when the causative suffix is attached to an active root, it introduces a third participant, in addition to the doer of the action and the object of the action. When this occurs, the object concord on the verb must refer to the doer of the event; it cannot refer to the object of the action (as above). If both the doer of the action and the object of the action are named by nouns, the noun referring to the doer of the action precedes that referring to the noun following the verb:

Nilimpikisha Ali chakula. 'I made Ali cook food.'
object

1.3 The causative suffix may also be attached to adjectives to form causative verb stems. Invariable adjectives are usually used:

-tayarisha	'make/get ready'	From *tayari*	'ready'
-bahatisha	'guess'	From *bahati*	'luck'
-kamilisha	'make complete'	From *kamili*	'complete'

1.4 The form of the causative suffix is *-sh-* or *-z-*, with a preceding vowel which depends upon the vowel of the root to which it is attached: if the root vowel is *e* or *o*, the suffix vowel is *e*; if the root vowel is *i*, *u*, or *a*, the suffix vowel is *i*. The consonant *l* is inserted before the suffix vowel if the verb root to which it is attached ends in a double vowel (16,3). There are, however, a few irregular forms (17,3); some are listed here:

Final double vowel retained

-sahaulisha	'make forget'	From *-sahau*	'forget'

Final *-k-* changed to *-sh-*

-angusha	'make fall'	From *-anguka*	'fall'
-washa	'light'	From *-waka*	'be lit'

Final *-t-* changed to *-sh-* or *-s-*

-pasha	'cause/make get'	From *-pata*	'get'
-takasa	'clean'	From *-takata*	'be clean'

Causative suffix *-y-*

-onya	'warn'	From *-ona*	'see'
-gawanya	'divide'	From *-gawana*	'share'

Causative suffix *-vy-* (*w+y=vy*)

-levya	'make drunk'	From *-lewa*	'be drunk'
-navya	'make wash hands'	From *-nawa*	'wash hands'

Compound forms

-onyesha	'show'	From	*-ona + y + esh*
-sawazisha	'equalize'	From	*sawa + z + ish*

1.4 The prepositional suffix is only attached to active roots. When it is attached, the object concord must refer to the person who is somehow affected by the action; it cannot refer to the object of the action. If both the object of the action and the person affected by it are named by nouns, the noun which designates the person affected by the action usually precedes the noun which designates the object of the action following the verb. This is different from the parallel English construction, where the object noun precedes the object of the preposition after the verb:

Nilimpikia Ali chakula. 'I cooked food for Ali.'
OBJECT OBJECT

1.5 The prepositional suffix is also used in a few other specialized situations (16,2):

a. It can be used to show that an instrument is being used in the action:

Nilikatia nyama kisu. 'I cut meat with a knife.'

b. It can be used to show the location or direction of an action:

Nilipandia mnazi. 'I climbed the coconut tree.'

c. It can be used to emphasize finality or completeness:

Nilikosea. 'I really made a mistake.'

1.6 The form of the prepositional suffix is a single vowel which depends upon the vowel found in the verb root to which it is attached: if the root vowel is *e* or *o*, the suffix vowel is *e*; if the root vowel is *i*, *u*, or *a*, the suffix vowel is *i*. And if the root ends in two vowels, the consonant *l* is inserted before the suffix vowel (12,2).

1.7 The causative and prepositional suffixes may be used together on one verb root. This obviously occurs when the speaker wants to describe a situation where there are two participants in addition to the doer of the action (and the object of the action). When a stem is formed with both suffixes, the prepositional suffix is attached following the causative suffix; suffix vowels still depend upon the root vowel as described in 1.4 and 1.6. When both suffixes are attached to one root, the object concord refers to the person affected by the action. The noun which designates the object of the action comes last:

Nilimpikishia Ali chakula. 'I had food cooked for Ali.'

1.8 The following is a list of verb roots, with their prepositional and causative stem forms.

ROOT		CAUSATIVE	PREPOSITIONAL
-pika	'cook'	*-pikisha*	*-pikia*
-soma	'read'	*-somesha*	*-somea*
-panda	'climb'	*-pandisha*	*-pandia*
-cheka	'laugh'	*-chekesha*	*-chekea*
-fuata	'follow'	*-fuatisha*	*-fuatia*
-funga	'close'	*-fungisha*	*-fungia*
-fungua	'open'	*-fungulisha*	*-fungulia*
-kasirika	'be angry'	*-kasirikisha*	*-kasarikia*
-imba	'sing'	*-imbisha*	*-imbia*
-amka	'wake up'	*-amsha*	*-amkia* (greet)
-ingia	'enter'	*-ingiza*	*-ingilia*
-kataa	'refuse'	*-kataza*	*-katalia*
-kimbia	'run'	*-kimbiza*	*-kimbilia*
-ruka	'fly'	*-rusha*	*-rukia*
-pata	'get'	*-pasha*	*-patia*
-tafuta	'seek'	*-tafutisha*	*-tafutia*
-vaa	'be dressed'	*-valisha*	*-valia*
-fika	'arrive'	*-fikisha*	*-fikia*
-kata	'cut'	*-katiza*	*-katia*
-lia	'cry'	*-liza*	*-lilia*
-fanya	'do, make'	*-fanyiza*	*-fanyia*
-peleka	'send'	*-pelekeza*	*-pelekea*
-kaa	'sit'	*-kalisha*	*-kalia*
-andika	'write'	*-andikisha*	*-andikia*
-nunua	'buy'	*-nunuza*	*-nunulia*

SUMMARY: RECIPROCAL, STATIVE AND PASSIVE SUFFIXES

Lesson 29

1. Typically, actions are done by someone; we have been calling this person the doer of an action. And, although the reciprocal, stative and passive suffixes all change the meaning of the verb root to which they are attached in different ways, they are all somehow concerned with conveying information about the doer of an action.

1.1. The reciprocal suffix is used to show that there is more than one doer of an action doing the action to each other (20,1). The subject concord on reciprocal stems always refers to at least one of the doers of the action. The reciprocal suffix is *-an-*:

Tulipendana.	'We loved one another.'
Nilijuana na Ali.	'I knew Ali.'

The reciprocal suffix may occur on prepositional and causative stems. When it does, it is attached following the prepositional or causative suffix:

Tuliimbiana.	'We sang to each other.'
Tuliamshana.	'We woke each other up.'

1.2. The stative suffix is used to describe (the result of) an action without reference to the doer of the action (23,2). The stative suffix is *-k-* with a preceding vowel which depends upon the vowel in the root to which it is attached: if the root vowel is *e* or *o*, the suffix vowel is *e*; if the root vowel is *i*, *u*, or *a*, the suffix vowel is *i*. And if the root ends in a double vowel, the consonant *l* may be inserted before the suffix vowel; if *l* is not inserted, then the *-k-* is inserted between the two final vowels of the root without a preceding suffix vowel.

Stative stems translate differently depending upon the time prefix used. With *-na-* and *-a-*, stative stems are used to express the potentiality of an action's occurrence.

Kikombe kinavunjika. 'The cup is breakable.'

In the past and future, stative stems are used to describe states that are the result of some action having occurred:

Kikombe kilivunjika. 'The cup was broken.'

1.3. There is a small set of stems formed from the combination of the stative suffix plus the reciprocal stems; they are specialized in meaning:

-julikana 'be known'	:	*Habari zake zinajulikana.* 'His/Her news is known.'
-onekana 'be visible'	:	*Nyumba yake haionekani.* 'His/Her house can't be seen.'
-patikana 'be obtainable'	:	*Mayai yanapatikana sokoni.* 'Eggs can be found at the market.'
-wezekana 'be possible'	:	*Inawezekana.* 'It's possible.'

1.4. The passive suffix is used when the presence of the doer of the action is implied, but the subject concord is not used to refer to him (or her) (20,2). Recall that the subject concord on the verb usually refers to the doer (or causer) of the action when the passive suffix is not attached (2,1). In this way, the passive suffix contrasts with the stative suffix: with the passive, the doer of the action is implied, while with the stative there is no implication that the action described was done by anyone (in particular). When the passive suffix is used, the doer of the action may be named following the verb; with the stative suffix this is impossible.

The passive suffix is *-w-*, except when used on verb roots ending in two vowels when it is preceded by *l* and a following vowel. The subject concord refers to the object of the action:

Kitabu kimeletwa (na Ali). 'The book was brought (by Ali).'
Nyama imekatwa (na Ali). 'The meat was cut (by Ali).

The passive suffix cannot be used on stative or reciprocal verb stems. It may be used on prepositional or causative stems; when attached to these stems it follows the other suffixes. The subject concord may not refer to the object of the action; instead it refers to the person affected by the action (with prepositional stems) or the doer of the action (with causative stems):

Nilipikiwa chakula (na Ali). 'I was cooked food (by Ali).'
Nilipikishwa chakula (na Ali). 'I was made to cook food. (by Ali).'

1.5. To learn the difference between stative and passive stems, it is useful to compare the meanings of both forms:

ROOT	PASSIVE		STATIVE	
-fanya	*-fanywa*	'be done (by someone)'	*-fanyika*	'be possible to do/ be done'
-vunja	*-vunjwa*	'be broken (by someone)'	*-vunjika*	'be breakable/ be broken'
-funga	*-fungwa*	'be shut (by someone)'	*-fungika*	'be closeable'
-soma	*-somwa*	'be read (by someone)'	*-someka*	'be readable'
-la	*-liwa*	'be eaten (by someone)'	*-lika*	'be edible'

Using the following list of all the verb roots which have been used so far in the exercises in this book, work out which derivational stems are possible for each, i.e. causative, prepositional, passive, reciprocal, stative. You may want to use a dictionary; we recommend A Standard Swahili-English Dictionary by Frederick Johnson (1939).

	-hama	*-shika*
-kaa	*-tambua*	*-weza*
-lia	*-jenga*	*-zungumza*
-kimbia	*-beba*	*-pumzika*
-soma	*-pakua*	*-koroga*
-imba	*-fika*	*-choma*
-furahi	*-fanya*	*-acha*
-choka	*-saidia*	*-sikia*
-chelewa	*-fahamu*	*-fahamu*
-shiba	*-jua*	*-kaanga*
-pika	*-pasua*	*-chemka*
-andika	*-anguka*	*-iva*
-funza	*-tosha*	*-sema*
-pata	*-chukua*	*-kumbuka*
-ona	*-peleka*	*-shuka*
-taka	*-tafuta*	*-kauka*
-penda	*-vunja*	*-waka*
-la	*-ingia*	*-amka*
-nywa	*-ngoja*	*-piga*
-ja	*-jibu*	*-fuata*
-enda	*-fikiri*	*-andama*
-isha	*-jaribu*	*-ambata*
-ita	*-tia*	*-kuta*
-ambia	*-weka*	*-amkia*
-tuma	*-mwaga*	*-gomba*
-leta	*-funga*	*-shona*
-pa	*-kata*	*-oga*
-toka	*-fungua*	*-lima*
-rudi	*-agiza*	*-elea*
-nunua	*-ruka*	*-anza*
-vaa	*-nguruma*	*-maliza*

PREPOSITIONS
CONJUNCTIONS

Lesson 30

1. Although many English prepositions translate into Swahili as prepositional verb stems or particles, other prepositions are also used.

1.1 One preposition which is used in a wide variety of situations is *katika*. It, like the locative suffix *-ni* (15,1) translates into English as a number of different prepositions depending upon the situation in which it is used. In fact, *katika* may alternate with *-ni* in most situations:

Katika nyumba
Nyumbani } 'In/at/toward/from/to (the) house.'

Katika may also be used for referring to time:

Katika safari yetu, tuliwaona wanyama wengi.
'During/On our journey, we saw many animals.'

1.2 The word *kama* which translates as 'if' in many situations (22,2) is also used as a preposition in Swahili. Depending upon how it is used, it translates as 'like' or '(such) as':

Anasema Kiswahili kama mwenyeji.
'He/She speaks Swahili like a native (speaker).'

Tuliwaona wanyama wengi kama paa na twiga.
'We say many animals, like/such as gazelles and giraffes.'

Nilisoma kama alivyonifundisha.
'I sewed as he/she had taught me.'

1.2 Most prepositions in Swahili are compounds formed from nouns plus the particles *kwa*, *-a*, and/or *na*.

kwa ajili ya	'because of'	*chini ya*	'below'
kwa sababu ya	'because of'	*juu ya*	'above'
		mbele ya	'before'
kwa habari ya	'concerning, about'	*nyuma ya*	'behind'
		ndani ya	'inside'
		nje ya	'outside'
karibu na	'near to'	*kati ya*	'between'
mbali na	'far from'	*katikati ya*	'among'
pamoja na	'together with'	*baina ya*	'between'

Compound prepositions are used in the same way as their English equivalents, immediately preceding the nouns to which they refer:

Ninakaa karibu na mama yangu. 'I live near my mother.'

Kitabu kile kipo chini ya meza. 'That book is under the table.'

Chai imo ndani ya chupa. 'Tea is inside the bottle.'

When personal pronouns are used to designate someone following a preposition, the form of the pronoun depends upon the particle which precedes it. If the particle is *ya*, then the possessive pronoun roots usually attached to *-a* (2,2) are used:

Alisimama mbele yangu. 'He/She stood in front of me.'

If the particle is *na*, then independent pronouns (3,3) are used:

Nilitoka pamoja naye. 'I left together with him/her.'

1.3 There are a few prepositions which are not compound forms:

mpaka 'up to, as far as' *Walikwenda mpaka nyumbani.* 'They went up to/as far as the house.'

hata 'even' *Anapenda kila kitu hata nyama ya nguruwe.* 'He/She likes everything, even pork.'

bila 'without' *Ninapenda chai bila maziwa.* 'I like tea without milk.'

kutoka 'from' *Wamefika kutoka Ulaya.* 'They've arrived from Europe.'

2. We have examined several words and verb prefixes which can be used to link sentences in Swahili:

na	'and, also/ (5,1)	*ku-*	'to' (4,1; 17,2)
kisha/halafu	'then, afterwards' (24,4)	*-ka-*	'and' (5,3; 17,2)
		-ki-	'if' (22,3)
kwa sababu/ ajili	'because (21,3)	*-po-*	'when' (22,1)
		-e-	'so that' (16,1; 17,2)
kama/ikiwa	'if' (22,2)		

Other words may be used to join sentences. The following conjunctions are grouped according to how they are used:

2.1 Conjunctions used for adding sentences:

na	*pia*	*tena*
'and, also'	'also, too'	'again, besides, furthermore'

Mimi ninashona na yeye anapiga pasi.
'I am sewing and he/she is ironing.'

Tulinunua viatu pia/tena tulipata nguo.
'We bought shoes also/furthermore we bought clothes.'

2.2 Conjunctions which show choice:

(ama)...ama	*au*	*(wala)...wala*
'(either)...or'	'or'	'(neither)...nor' (followed by negatives)

(Ama) tutakwenda ama tutakaa.
'Either we go or we stay.'

Nitapika ndizi au atapika mboga.
'I will cook bananas or he/she will cook vegetables.'

(Wala) hakuna nyama wala hakuna samaki.
'Neither is there meat nor fish.'

2.3 Conjunctions which show contrast:

lakini	*bali*	*ila*	*isipokuwa*
'but nevertheless'	'but rather, on the contrary'	'but, unless, except'	'except'

Nilitaka kuja lakini sikuweza.
'I wanted to come but I couldn't.'

Sikuja kupumzika, bali nilikuja kusoma.
'I didn't come to rest, on the contrary I came to read.'

2.4 Conjunctions which introduce second clauses:

(ya) kwamba	*(ya) kuwa*	*kama*
'that'	'that'	'that'

Nilikuambia (ya) kwamba/kuwa sitaki unywe kahawa.
'I told you that I didn't want you to drink coffee.'

Alisema kwamba/kama atakuja.
'He/She said that he/she would come.'

2.5 Conjunctions which introduce special circumstances affecting an event:

ingawa	*ijapokuwa/ijapo/japo*
'(even) though, although'	'although, though, even though'

Ingawa hataki, atakuja.
'Although he/she doesn't want to, he/she will come.'

Ijapokuwa alitaka kuja, hakuweza.
'Although he/she wanted to come, he/she couldn't.'

2.6 Conjunctions which show the time in which one event occurred relative to another:

baada ya	*kabla ya*
'after'	'before'

Baada ya and *kabla ya* must be followed by *ku-* verbal nouns or *-ja-* verb constructions:

Baada ya hajafika, nilimpikia chakula.
'After he/she arrived, I cooked him/her food.'

Kabla ya mimi kwenda, aliniambia habari.
'Before I went, he/she told me the news.'

2.7 Conjunctions which show reason or purpose:

kwa sababu kwa maana kwa kuwa	*ili (kwamba)*
'because, for, the reason being'	'so that, in order that'

Nilikuja kwa sababu/maana/kuwa aliniita.
'I came because he/she called me.'

Nilikuja ili nikusaidie.
'I came so that I could help you.'

Vocabulary

katika	'in/at/to/from/towards/on'		
kwa ajili ya	'for sake of'		
kwa sababu ya	'for reason of'		
karibu na	'near to'	*chini ya*	'below, under'
mbali na	'far from'	*juu ya*	'above'
pamoja na	'together with'	*mbele ya*	'in front of'
kati ya	'between'	*nyuma ya*	'behind'

A. Practice asking and answering about where different objects are located using *-po* and the locative prepositional phrases above.

Examples: *Kalamu ipo wapi? Ipo chini ya meza.*
→ *Ipo chini ya meza.*
→ *Ipo karibu na karatasi*
→ *Ipo kati ya karatasi na kitabu.*
→ *Ipo pamoja na karatasi.*

B. Change the following sentences using *kwa ajili ya* or *kwa sababu ya* instead of prepositional stems.

Example: *Nilimpikia chakula.*
→ *Nilipika chakula kwa ajili yake.*
OR → *Nilipika chakula kwa sababu yake.*

1. *Nilikununulia viatu.*
2. *Wataniletea chai.*
3. *Tuliwashonea nguo.*
4. *Atanirudishia kiti.*
5. *Wamenifanyia kazi.*
6. *Uliniandikia barua.*
7. *Atanikaangia nyama.*
8. *Umenisafishia nyumba.*
9. *Nitakukatia nyama.*
10. *Walinitilia chakula.*

C. Use *katika* instead of locative *-ni* phrases.

Example: *Walifika nyumbani.*
→ *Walifika katika nyumba.*

1. *Walinunua ndizi sokoni.*
2. *Walisoma vitabu shuleni.*
3. *Nitakupatia chakula dukani.*
4. *Amenitafutia matunda mwituni.*
5. *Walisafisha sahani jikoni.*
6. *Uliwafundisha wanafunzi shuleni.*
7. *Amekwenda mlimani.*
8. *Mtanipatia nyama dukani.*

Vocabulary

pia	'also, too'	*tena*	'again'
ama	'either/or'	*wala*	'neither/nor'
lakini	'but'	*bali*	'to the contrary'
kwamba	'that'	*halafu*	'then'
au	'or'	*kama*	'if, as, that'

A. Substitute.

Example: *Tulikwenda nyumbani tena tulikwenda shuleni.*

Tulikwenda nyumbani tena tulikwenda shuleni. (halafu)
→ *Tulikwenda nyumbani halafu tulikwenda shuleni.*

Basic Construction:

Tutampiga simu tena tutakwenda kumwona nyumbani.

1. *au*
2. *bali*
3. *halafu*
4. *pia*
5. *tena*
6. *ama*
7. *wala* (with negatives)
8. *pia*
9. *au*

B. Combine sentences using *lakini*.

Example: *Nilikuja. Sikumwona.*
→ *Nilikuja lakini sikumwona.*

1. *Nilipika. Sikula.*
2. *Nilinunua nyama. Sikupika.*
3. *Alipika chai. Hakunywa.*
4. *Tutamwita. Labda hataweza kufika.*
5. *Ulipata maziwa. Hukuweza kuyachemsha.*
6. *Mtakwenda mjini. Hutafika kwao.*

C. Combine sentences using *kwamba*.

Example: *Alisema. Atakuja kesho.*
→ *Alisema atakuja kesho.*

1. *Alisema. Hapendi chai asubuhi.*
2. *Nilikuambia. Nitakwenda shuleni kila siku.*
3. *Alisema. Watakupikia chai na chakula cha asubuhi.*
4. *Waliniambia. Hawataweza kunisaidia katika kazi.*
5. *Tulisema. Tutafika nyumbani mapema.*
6. *Uliniambia. Unataka kumaliza kazi leo.*

RELATIVE CLAUSES WITH *AMBA-*
RELATIVE VERB CONSTRUCTIONS
RELATIVE CLAUSES WITH *-LI-* AND *AMBA*

Lesson 31

1. Relative clauses are sentences which are used to describe nouns. In English, relative clauses are introduced by the words 'who', 'whom' and 'which'; they follow the noun which is being described.

I am the teacher who is teaching Swahili.

I saw the man whom you were looking for.

In Swahili, relative clauses are formed using the particle *o*. Relative clauses with *o* are formed in several ways in Swahili. The simplest construction involves attaching concord suffixes (17,1) to the particle *amba-* which follows the noun.

Mimi ni mwalimu ambaye anafundisha Kiswahili.
'I am the teacher who is teaching Swahili.'

Nilimwona mwanamume ambaye ulimtafuta.
'I saw the man whom you were looking for.'

The complete set of *o* concord suffixes is given below attached to *amba-*.

	Singular	Plural
M-/Wa- Nouns:	*ambaye*	*ambao*
M-/Mi- Nouns:	*ambao*	*ambayo*
Ki-/Vi- Nouns:	*ambacho*	*ambavyo*
Ji-/Ma- Nouns:	*ambalo*	*ambayo*
N- Nouns:	*ambayo*	*ambazo*
U-/N- Nouns:	*ambao*	*ambazo*

A. Change to plural.

Example: *Tulipata kikapu ambacho ulikitaka.*
→ *Tulipata vikapu ambavyo ulivitaka.*

1. *Tulimwona mtoto ambaye anacheza.*
2. *Watanunua mboga ambayo tutaweza kupika.*
3. *Tulinunua mfuko ambao uliuona dukani.*
4. *Atapata kitabu ambacho ulikisoma jana.*
5. *Ulitaka chakula ambacho nilikipenda.*
6. *Tulitafuta kazi ambayo tutaweza kuifanya.*
7. *Nilimtambua mtoto ambaye anasoma.*
8. *Tulikaa kwenye kiti ambacho ulikinunua jana.*
9. *Ataleta yai ambalo ulililiagiza.*
10. *Tuliona mti ambao ulianguka.*
11. *Atanunua nanasi ambalo walitaka kula.*
12. *Nilipata mfuko ambao umepasuka.*
13. *Alinikatia tunda ambalo nilinunua juzi.*
14. *Tulifika kwenye nyumba tuliiona.*
15. *Alinikaangia ndizi ambayo ulininunulia jana.*

B. Form relatives with *amba-*.

Example: *Ninamwona mtoto. Mtoto anacheza.*
→ *Ninamwona mtoto ambaye anacheza.*
Nilinunua kikapu. Ulikipenda.
→ *Nilinuna kikapu ambacho ulikipenda.*

1. *Ninasoma kitabu. Unakitaka.*
2. *Unapika chakula. Ninakipenda.*
3. *Ninamtafuta mtoto. Mtoto ananikimbia.*
4. *Ulimkuta mwanamke. Mwanamke anapika chakula kizuri.*
5. *Tutamwita mtoto. Mtoto anatusaidia.*
6. *Watanunua nguo. Mtoto anazipenda.*
7. *Alimsaidia mwanamume. Mwanamume anafanya kazi hapa.*
8. *Tutanunua mfuko. Unaupenda.*
9. *Ninataka viatu. Unavipenda.*
10. *Nilitafuta nyumba. Uliiona.*
11. *Nilimwona mtoto. Mtoto analia.*
12. *Tuliwaambia watu. Watu wanakaa huko.*
13. *Atakwenda kununua ndizi. Unazipenda.*
14. *Ninapika kahawa. Unaipenda.*
15. *Atapata vitu. Uliviagiza.*

2. Relative clauses may also be formed by using *o* concord suffixes as prefixes in verb constructions. They are inserted directly after the time prefix in a verb construction, preceding any object concord present.*

Mimi ni mwalimu anayefundisha Kiswahili.
'I am the teacher who is teaching Swahili.'

Nilimwona mwanamume uliyemtafuta.
'I saw the man whom you were looking for.'

O concords may only be used as verb prefixes with the time prefixes *-na-*, *-li-*, and *-ta-*; otherwise relatives must be formed with *amba-*:

Niliileta kitabu ambacho ameagiza.
'I brought the book which he/she has ordered.'

With the time prefix *-ta-*, another syllable *-ka-* is inserted between the time prefix and the *o* concord.

Nitaleta chakula utakachokula leo usiku
'I will bring the food which you will eat tonight.'

Relative verb constructions for nouns in different classes are given below; often when a relative clause refers to the object of an action an object concord is also present in the relative construction.

Mkeka niliounua.
'The mat which I bought(it).'

Mikeka niliyoinunua.
'The mats which I bought(them).'

Kitabu nilichokinunua.
'The book which I bought(it).'

Vitabu nilivyovinunua.
'The books which I bought(them).'

Jiko niliolinunua.
'The stove which I bought(it).'

Majiko niliyoyanunua.
'The stoves which I bought(them).'

Nyumba niliyoinunua.
'The house which I bought(it).'

Nyumba nilizozinunua.
'The houses which I bought(them).'

Uzi niliounua.
'The thread which I bought (it).'

Nyuzi nilizozinunua.
'The threads which I bought(them).'

*See 34,6 for a discussion of relative verb constructions without time prefixes.

A. Form relative verb constructions.

Example: *Kitabu ambacho ninakipenda.*
→ *Kitabu ninachokipenda.*

1. *Mti ambao ulianguka.*
2. *Mifuko ambayo imepasuka.*
3. *Kiti ambacho nilikipenda.*
4. *Mayai ambayo aliyaagiza.*
5. *Tunda ambalo ulililiagiza.*
6. *Nyumba ambayo tuliitafuta.*
7. *Ndizi ambazo walizikaanga.*
8. *Simba ambaye ananguruma.*
9. *Mwanamke ambaye anakaa nyumbani kwetu.*
10. *Watoto ambao wanakwenda shuleni.*
11. *Uji ambao tuliupika asubuhi.*
12. *Kahawa ambayo tunaipika.*
13. *Vikombe ambavyo tulivinunua sokoni.*
14. *Nyama ambayo tunaikaanga.*
15 *Viatu ambavyo nilivivaa.*

B. Form relative verb constructions using the sentences in exercise A. in 31.1.

Example: *Tulipata kikapu ambacho ulikitaka.*
→ *Tulipata kikapu ulichokitaka.*

C. Form relative verb constructions using the sentences in exercise B. in 31.1

Example: *Ninasoma kitabu. Unakitaka.*
→ *Ninasoma kitabu unachokitaka.*

WRITTEN EXERCISES: Translate

1. We saw the books which you wanted to buy.
2. They bought the fruits which you liked.
3. She cooked the tea that I like.
4. I went to see the house that you want to buy.
5. I wore the shoes which you bought yesterday.
6. We drank the tea which you cooked.
7. I bought the clothes which you wanted.
8. He brought the food which you ordered.
9. They looked for the chairs you wanted.
10. I got the letter which you wrote.

3. Relative clauses which translate as 'is/am/are' in English are formed in two ways in Swahili. In the present, the root *-li-* is used; in the past and future, the verb *kuwa* is used.

3.1 *-Li-* constructions are formed by attaching a subject concord in front of the root *-li-* and an *o* concord suffix following. *-Li-* is used to form relatives of description, possession, and location.

a. For relatives of description, the *-li-* construction is used in place of the word *ni* used in equational sentences in the present (13,1):

Mtoto ni mrefu.	Relative: *Mtoto aliye mrefu.*
'The child is tall.'	'The child who is tall.'

b. For relatives of possession, the word *na* used in possessive constructions (5,2) follows the *-li-* construction:

Mtoto ana kitabu.	Relative: *Mtoto aliye na kitabu.*
'The child has a book.'	'The child who has a book.'

c. For relatives of location, the suffixes *-ko*, *-po*, and *-mo* used in locative constructions (15,2) are attached following the *-li-* construction:

Kitabu kiko.	Relative: *Kitabu kilichoko.*
'The book is there.'	'The book which is there.'

3.2 Relatives of description, location, and possession in the past and future are formed with the verb *kuwa*.

a. For relatives of description, the *o* concord prefix is inserted into the verb construction with *kuwa* used to form equational sentences in the past and future (15,3.1):

Mtoto alikuwa mrefu.	Relative: *Mtoto aliyekuwa mrefu.*
'The child was tall.'	'The child who was tall.'

b. For relatives of possession the *o* concord prefix is inserted into the verb construction with *kuwa* and *na* used to form possessive constructions in the past and future (15,3.2):

Mtoto alikuwa na kitabu.	Relative: *Mtoto aliyekuwa na kitabu.*
'The child had a book.'	'The child who had a book'

c. For relatives of location, the *o* concord prefix is inserted into the verb construction with *kuwa* used to form locative constructions in the past and future (15,3.3):

Kitabu kilikuwako.	Relative: *Kitabu kilichokuwako.*
'The book was there.'	'The book which was there.'

A. Combine the sentences below using relative clauses formed with *-li-*.

Example: *Ninamwona mtoto. Mtoto ni mrefu.*
→ *Ninamwona mtoto aliye mrefu.*

1. *Ninaoma kitabu. Kitabu ni kizuri.*
2. *Mti unaanguka. Mti ni mrefu.*
3. *Unanunua kiti. Kiti ni kibaya.*
4. *Ninatafuta nyumba. Nyumba ni ndogo.*
5. *Wanamwona mwanamke. Mwanamke ni mfupi.*
6. *Unafanya kazi. Kazi ni ngumu.*
7. *Anapika uji. Uji ni mzuri.*
8. *Mnataka chumba. Chumba ni kikubwa.*

Example: *Ninamsaidia mtoto. Mtoto ana shida.*
→ *Ninamsaidia mtoto aliye na shida.*

1. *Ninamsaidia mwanamume. Mwanamume ana kazi.*
2. *Wanawaona wanafunzi. Wanafunzi wana vitabu.*
3. *Mnatafuta nyumba. Nyumba ina vyumba vingi.*
4. *Unawapikia watoto. Watoto wana njaa.*
5. *Ananunua kiti. Kiti kina miguu mitatu.*
6. *Unamtafuta mtu. Mtu ana nyumba nzuri.*
7. *Unawasaidia walimu. Walimu wana kazi nyingi.*
8. *Wanaona mti. Mti una matawi marefu.*

Example: *Ninamtafuta mtoto. Mtoto yupo.*
→ *Ninamtafuta mtoto aliyepo.*

1. *Unanunua kitabu. Kitabu kipo mezani.*
2. *Anapika chakula. Chakula kiko jikoni.*
3. *Mnamtafuta mtoto. Mtoto yupo nyumbani.*
4. *Wanamsaidia mwanafunzi. Mwanafunzi yuko shuleni.*
5. *Ninamwita mwanamke. Mwanamke yuko nyumbani.*
6. *Unapika ndizi. Ndizi ziko mfukoni.*
7. *Ananunua nguo. Nguo ziko sokoni.*
8. *Mnatafuta vitabu. Vitabu viko dukani.*

B. Combine the sentences above in the past using relative clauses.

Example: *Ninamwona mtoto. Mtoto ni mrefu.*
→ *Nilimwona mtoto aliyekuwa mrefu.*

WORD ORDER
NEGATIVE RELATIVE CLAUSES
-OTE 'ALL, WHOLE'
-O -OTE 'ANY'
-INGINE 'OTHER'
NDI- 'INDEED IT IS'

Lesson 32

1. Variations in the order of words in Swahili sentences may be used to show special emphasis. Two types of word order variation are found: variation in the order of words in the noun phrase and variation in the order of words in the sentence.

1.1 A noun phrase is composed of a noun plus any words used to describe that noun. The following noun phrase is composed of a noun followed by two adjectives:

Nyumba nyekundu kubwa	'Big red house'
'red' 'big'	

In English, it is not possible to change the order of the adjectives used to describe a noun. So, for example, it is impossible to say 'Red big house'. In Swahili, on the other hand, this is not the case. The order of adjectives may be changed. In fact, what determines the order of words in the noun phrase is emphasis; the most important word is placed later in the noun phrase:

Nyumba nyekundu kubwa	'Big red house'
Nyumba kubwa nyekundu	'Big red house'

The same is true for ordering other words in the noun phrase, such as demonstratives and possessive pronouns. So, for example, if the demonstrative is mentioned last there is more emphasis being placed on it; while if a possessive pronoun is mentioned last, more emphasis is on it:

Kitabu changu kile	'That book of mine'
Kitabu kile changu	'That book of mine'

1.2 The Swahili sentence is composed of a verb construction plus the nouns which designate the participants in the event which is described by the verb root. The usual order of words in the Swahili sentence is as follows:

Mwanamke	*alipika*	*chakula.*	'The woman cooked food.'
1	2	3	
Person Doing Action	Action Being Done	Object Being Acted Upon	

This word order may be changed by using the passive suffix (20,2) on the verb root:

Chakula	*kilipikwa na*	*mwanamke.*	'The food was cooked by the woman.'
3	2	1	

Word order may also be changed simply by placing a noun which usually follows the verb construction in front of it. When this change in word order is made, special emphasis is placed on the noun which has been shifted from its usual position.

Chakula,	*mwanamke*	*alikipika.*	'It's food (not something else) the woman cooked.'
3	1	2	

Notice that when a noun which usually follows the verb construction is placed in front of it an object concord referring to that noun is included in the verb construction (unless one was already present).

Word order may also be changed by placing a noun which usually precedes the verb after it. Again, this change is used to show emphasis.

Alipika	*chakula,*	*mwanamke.*	'He/She cooked food, the woman, not someone else.'
2	3	1	

2. Negative relative clauses are formed in two ways in Swahili.

2.1 In the present, the negative prefix *-si-* is inserted into a verb construction in place of the time prefix:

Affirmative	Negative
Mtoto anayelia 'The child who is crying'	*Mtoto asiyelia* 'The child who isn't crying'
Mtoto ninayemtafuta 'The child whom I am seeking'	*Mtoto nisiyemtafuta* 'The child whom I am not seeking'

In descriptive, possessive and locative relative clauses, *-si-* is inserted into a *kuwa* verb construction:

a.	*Mtoto aliye mrefu* 'The child who is tall'	*Mtoto asiyekuwa mrefu* 'The child who isn't tall'
b.	*Mtoto aliye na kitabu* 'The child who has a book'	*Mtoto asiyekuwa na kitabu* 'The child who doesn't have a book.'
c.	*Kitabu kilichoko.* 'The book which is there'	*Kitabu kisichokuwako.* 'The book which isn't there'

2.2 In the past and future negative relative clauses must be formed with *amba-* plus a negative construction.*

Mtoto ambaye alilia *Mtoto aliyelia* 'The child who was crying'	*Mtoto ambaye hakulia* 'Child who wasn't crying'
Mtoto ambaye nilimtafuta *Mtoto niliyemtafuta* 'The child whom I looked for'	*Mtoto ambaye nilimtafuta* 'The child whom I didn't look for'

In negative descriptive, possessive and locative relative clauses, *amba-* is used with a negative *kuwa* verb construction"

Mtoto aliyekuwa mrefu 'The child who was tall'	*Mtoto ambaye hakuwa mrefu* 'The child who wasn't tall'
Mtoto aliyekuwa na kitabu 'The child who had a book'	*Mtoto ambaye hakuwa na kitabu* 'The child who didn't have a book'
Kitabu kilikuwako 'The book which was there'	*Kitabu ambacho hakikuwako* 'The book which wasn't there'

*Present negative relative construction may also be formed with *amba-* as well as with *-si-* as described above.

A. Form sentences with negative relative clauses with *amba-* using the sentences given in Exercise A. in 31,1.

Example: *Tulipata kikapu ambacho ulikitaka.*
→ *Tulipata kikapu ambacho hukukitaka.*

B. Form sentences with negative relative clauses in the present with *-si-* using the sentences given in Exercise A. in 31,1.

Example: *Tulipata kikapu ambacho ulikitaka.*
→ *Tunapata kikapu usichokitaka.*

C. Form sentences with negative relative clauses in the present with the negative particle *-si-* and the verb *kuwa* using the sentences given in Exercises A., B., and C. in 31,3.

Examples: A. *Mtoto ni mrefu → Mtoto asiyekuwa mrefu*
B. *Mtoto ana kiu → Mtoto asiyekuwa na kiu*
C. *Mtoto yupo → Mtoto aliyekuwapo*

3. The root *-ote* 'all, whole' occurs with *-a* concord prefixes (25,2) following the noun which it describes.

3.1 When used to describe a single entity, *-ote* translates as 'whole' or 'entire':

Nilisoma kitabu chote. 'I read the whole/entire book'

3.2 When used to describe a plurality of things, it translates as 'all':

Nilisoma vitabu vyote. 'I read all the books.'

3.3 When used with a preceding *o* concord, the entire phrase translates as 'any'; in this instance, the *o* concord stands alone as an independent word.

Nitasoma kitabu cho chote. 'I will read any book.'

4. The root *-ingine* 'other/another' occurs with adjective concord prefixes (25,2) and follows the noun it describes.

4.1 *-Ingine* translates as either 'other' or 'another' in most situations.

Nilisoma kitabu kingine. 'I read another/the other book.'

4.2 *-Ingine* may also occur with *o* concord suffixes. In this instance, it translates as 'other such like (things)' or 'other similar (things)':

Katika shamba letu kuna miembe, migomba na mingineyo.
'On our farm there are mango trees, banana trees, and other similar/such like (trees).'

5. The root *ndi-* is usually called an emphatic form of the word *ni* 'is/am/are' because it often translates with an emphatic meaning 'indeed it is...':

Je, hiki ni kitabu chenu? *Ndicho (kitabu chetu).*
'Is this your book?' Indeed it is (our book).'

Ndi- is not always used emphatically; in many situations it translates more appropriately as only 'it is...':

Je, hiki ni kitabu chenu? *Ndicho (kitabu chetu)*
It is (our book).'

A. Combine the nouns below with each of the given roots.

Example: *Viti (-ote)* → *Viti vyote.*

1. *Mifuko* *(-ote)* *(-o -ote)* *(-ingine)*
2. *Viatu* *(-ote)* *(-o -ote)* *(-ingine)*
3. *Kitu* *(-o -ote)* *(-ingine)*
4. *Uji* *(-ote)* *(-o -ote)* *(-ingine)*
5. *Watu* *(-ote)* *(-o -ote)* *(-ingine)*
6. *Nyumba* *(-o -ote)* *(-ingine)*

B. Add *-o* concord suffixes to *-ingine.*

Example: *Kiti kingine* → *Kiti kinginecho*

1. *Nyumba nyingine*
2. *Kikapu kingine*
3. *Viatu vingine*
4. *Mfuko mwingine*
5. *Matunda mengine*
6. *Jiko jingine*
7. *Watu wengine*
8. *Paka mwengine*
9. *Miti mingine*
10. *Uji mwingine*

C. Answer the questions using *ndi-* with *-o* concord suffixes.

Example: *Je, ni yeye aliyefika?*
→ *Ndiye ni yeye aliyefika.*

1. *Je, ni chakula chetu unachokileta?*
2. *Je, ni mfuko huu umepasuka?*
3. *Je, ni nguo hizi ulizozivaa?*
4. *Je, ni viatu hivi utakavyovinunua?*
5. *Je, ni kiti hiki unachokipenda?*
6. *Je, ni simba huyu aliyenguruma mwituni?*
7. *Je, ni watoto hawa uliwaona wakicheza?*
8. *Je, ni nyumba hii uliyoitafuta?*
9. *Je, ni mwembe huu waliouangusha?*
10. *Je, ni kahawa hii unayoitaka?*

NOUNS FORMED FROM VERB ROOTS
NOUNS DESIGNATING PEOPLE, THEIR HOMELAND AND LANGUAGE
KI- ADJECTIVES AND ADVERBS

Lesson 33

1. Many nouns in Swahili are formed from verbs. Such occur in all noun classes and are often formed by adding a suffix in addition to a noun prefix.

1.1 The suffix *-ji* is one suffix which is used to form nouns from verbs. It is used to form a noun which designates the doer of the action named by the verb root from which the noun is formed. These nouns occur with *m-/wa-* noun prefixes and concords.

VERB		NOUN	
-imba	'sing'	*mwimbaji*	'singer'
-shona	'sew'	*mshonaji*	'tailor'
-omba	'beg, ask'	*mwombaji*	'petititioner'
-sikia	'hear'	*msikiaji*	'hearer'

Another suffix *-i* is used in the same way; often there is also a change in the form of the root:

-pika	'cook'	*mpishi*	'cook'
-iba	'steal'	*mwivi*	'thief'
-lewa	'be drunk'	*mlevi*	'drunkard'
-vua	'fish'	*mvuvi*	'fisherman'

The consonant *z* often precedes the *-i* suffix when the verb root ends in two vowels:

-zaa	'bear, produce'	*mzazi*	'parent'

Other *m-/wa-* nouns are formed from verb roots by adding only a noun prefix:

-chesa	'play'	*mchesa*	'player'
-wasa	'think, imagine'	*mwasa*	'thinker'
-chunga	'care for'	*mchunga*	'guardian'
-ganga	'bind, splice'	*mganga*	'doctor'

1.2 The suffix *-o* is often used to form *m-/mi-* nouns which designate the act of doing the event named by the verb root from which a noun is formed:

VERB		NOUN	
-pika	'cook'	*mpiko*	'act of cooking'
-pima	'weigh, measure'	*mpimo*	'act of weighing'
-piga	'hit, strike'	*mpigo*	'act of hitting'
-funga	'close'	*mfungo*	'act of closing'

With some verb roots, *-o* is used to form *m-/mi-* nouns which designate the result or product of an action:

-shona	'sew'	*mshono*	'seam'
-cheza	'play'	*mchezo*	'game'
-lia	'cry'	*mlio*	'a cry'
-sema	'say'	*msemo*	'saying, proverb'
-isha	'be finished'	*mwisho*	'end'
-anza	'begin'	*mwanzo*	'beginning'

1.3 *Ki-/vi-* nouns formed from verb roots may designate instruments used in an action, the action itself, or the person who does it. The suffix *-i* is used when the noun designates the doer of the action.

-ongoza	'lead'	*kiongozi*	'leader'
-nyoa	'shave'	*kinyozi*	'barber'

-o is often used to form nouns which designate instruments, or the action itself:

-pepea	'flutter'	*kipepeo*	'fan'
-funga	'close'	*kifungo*	'button, clasp'
-pata	'get'	*kipato*	'receipt'
-ziba	'stop up'	*kizibo*	'stopper'
-fa	'die'	*kifo*	'death'
-tenda	'do, act'	*kitendo*	'action, deed'
-apa	'curse'	*kiapo*	'threat'
-pima	'measure, weigh'	*kipimo*	'measurement, weight'

A suffix *-e* may also be used; the noun designates the result of the action:

-tona	'drip'	*kitone*	'droplet'
-umba	'create'	*kiumbe*	'creature'
-toboa	'pierce'	*kitobwe*	'hole made by piercing'

1.4 *Ji-/Ma-* nouns usually designate instruments or results of actions. Again, the suffix *-o* is often used:

VERB		NOUN	
-ganga	'bind, splice'	*gango*	'brace'
-neno	'say, utter'	*neno*	'word'
-elesa	'explain'	*eleso*	'explanation'
-zaa	'bear, produce'	*zao*	'product, fruit'
-waza	'think, imagine'	*waso*	'thought, fancy'

Some *ji-/ma-* nouns are formed with the suffix *-i*:

-vaa	'wear'	*vazi*	'piece of clothing'
-zoea	'be accustomed'	*zoezi*	'exercises'

Some nouns are formed using only the *ma-* prefix. Most of these nouns designate an action or its outcome; both *-i* and *-o* suffixes are used:

-zoea	'be accustomed'	*mazoezo*	'habits, customs'
-lea	'raise child'	*malezi*	'upbringing'
-patana	'agree'	*mapatano*	'agreement'
-tokea	'happen'	*matokeo*	'happening, results'
-omba	'beg, ask'	*maombi*	'prayers, requests'

1.5 *U-* nouns formed from verb roots usually designate the act or art/method of doing an action; both *-i* and *-o* suffixes occur:

-lea	'raise child'	*ulezi*	'art of child-rearing'
-ganga	'bind, splice'	*uganga*	'art of healing'
-pika	'cook'	*upishi*	'art/method of cooking'
-shona	'sew'	*ushoni*	'act/art of sewing'
-nyoa	'shave'	*unyozi*	'art of hairdressing'

Other nouns designate the outcome of an action:

-nena	'say, utter'	*uneni*	'articulation'
-zaa	'bear, produce'	*uzao*	'production'
-sikia	'hear'	*usikizi*	'attention, hearing'
-tuma	'send someone'	*utumo*	'employment, service'
-waza	'think, imagine'	*uwazo*	'imagination'

2. Nouns which designate people from different countries are formed by attaching *m-/wa-* noun prefixes to the name of the countries. If the country names themselves carry a noun prefix (the prefix *u-* is common), then that prefix is dropped when the *m-/wa-* prefixes are attached:

COUNTRY		PERSON	
Ufaransa	'France'	*Mfaransa*	'French person'
Uingereza	'England'	*Mwingereza*	'English person'
Urusi	'Russia'	*Mrusi*	'Russian person'
Udachi	'Germany'	*Mdachi*	'Dutch person'
Uhindi	'India'	*Mhindi*	'Indian person'
Afrika	'Africa'	*Mwafrika*	'African person'
Marekani	'America'	*Mmarekani*	'American person'
Kenya	'Kenya'	*Mkenya*	'Kenyan person'
Tanzania	'Tanzania'	*Mtanzania*	'Tanzanian person'
Somali	'Somalia'	*Msomali*	'Somali person'

3. As can be seen above, the prefix *u-* is often used to form nouns which refer to different countries. *U-* is also used to refer to areas or regions where different ethnic groups come from. And *m-/wa-* prefixes are used to form nouns which designate the people from those regions;

Usukuma	'Sukumaland'	*Msukuma*	'Sukuma person'
Uhaya	'Hayaland'	*Mhaya*	'Haya person'
Uswahili	'Swahililand'	*Mswahili*	'Swahili person'
Uchaga	'Chagaland'	*Mchaga*	'Chaga person'
Unguja	'Zanzibar'	*Muunguja*	'Zanzibari person'

4. The noun prefix *ki-* is used to designate the language of a country or region:

Kiswahili	'Swahili language'
Kimarekani	'American English'
Kiingereza	'British English'
Kirusi	'Russian language'
Kihindi	'Hindi language'
Kihaya	'Haya language'
Kiunguja	'Zanzibari Swahili'
Kichaga	'Chaga language'

3. The prefix *ki-* may be attached to adjective and noun roots, and invariable adverbs to form words which express adjectival and adverbial concepts. Often *ki-* words translate as 'like' in English, this prefix is often referred to as the *ki-* of likeness.*

3.1 *Ki-* is used to express adjectival meanings when attached to words (or roots) following the particle *-a*:

ROOT/WORD		-A Phrase With *Ki-* of Likeness	
shamba	'farm'	*nguo za kishamba*	'farmlike clothes'
-zungu	'European'	*nguo za kizungu*	'Europeanlike clothes'
zamani	'long ago'	*nguo za kizamani*	'old-fashioned clothes'
sasa	'now'	*desturi za kisasa*	'modern traditions'
-toto	'child'	*desturi za kitoto*	'childish habits'
jamaa	'family'	*desturi za kijamaa*	'familylike traditions'

To better understand the meaning of *ki-* adjective phrases with *-a*, it is important to compare them to *-a* phrases without *ki-* words.

Without *Ki-*	With *Ki-*
nguo za shamba 'farm clothes'	*nguo za kishamba* 'farmlike clothes, i.e. countrified clothes'
desturi za jamaa 'family traditions'	*desturi za kijamaa* 'familylike traditions, i.e. communal traditions'

3.2 *Ki-* is used to express adverbial meanings when attached to words used to describe actions:

Aliniamkia kizungu.	'He/She greeted me like a European, i.e., in a European manner/fashion.'
Anasema kitoto.	'He/She speaks like a child, i.e. childishly.'

*This term is taken from Swahili Grammar by E.O. Ashton, Longman Group Limited, London: 1944, p. 165.

A. Supply the appropriate noun in each sentence.

Example: _____ *anapika.* → *Mpishi anapika.*

1. _____ *analewa.*
2. _____ *anashona.*
3. _____ *anaimba.*
4. _____ *anapika.*
5. _____ *anavua samaki.*
6. _____ *anachunga watoto.*
7. _____ *anaganga mguu.*
8. _____ *anaiba vitu.*

B. Supply the appropriate verb root in each sentence.

Example: *Mpishi ana_____.* → *Mpishi anapika.*

1. *Mshonaji ana_____.*
2. *Mwimbaji ana_____.*
3. *Mpishi ana_____.*
4. *Mlevi ana_____.*
5. *Mwivi ana_____vitu.*
6. *Mchunga ana_____ watoto.*
7. *Mganga ana_____ mguu.*
8. *Mvuvi ana_____ samaki.*

C. Supply the appropriate noun in each sentence.

Example: *Mmarekani anasema _____.*
→ *Mmarekani anasema Kimarekani.*
_____*anasema Kirusi.*
→ *Mrusi anasema Kirusi.*

1. *Mfaransa anasema _____.*
2. *Mswahili anasema _____.*
3. _____ *anasema Kiingereza.*
4. _____*anasema Kiunguja.*
5. *Mmarekani anasema _____*
6. *Mhaya anasema _____.*
7. _____ *anasema Kidachi.*
8. _____ *anasema Kisukuma.*

D. Change the words following *-a* to *ki-* words.

Example: *Ninavaa nguo za shamba.*
→ *Ninavaa nguo za kishamba.*

1. *Anakula chakula cha mtoto.*
2. *Tulifanya kazi za jamaa.*
3. *Anavaa nguo za zamani.*
4. *Wana tabia za mgeni.*
5. *Alipika chakula cha Mswahili.*
6. *Anasema maneno ya mtoto.*
7. *Tuna desturi za zamani.*
8. *Wanapenda chakula cha wazungu.*

HYPOTHETICAL CONDITIONS *-NGE-/-NGALI-*
IMPERSONAL CONSTRUCTIONS
SPECIAL USES OF CONCORD PREFIXES
SPECIAL HUMAN NOUN CONCORD
POSSESSIVE ROOT *-AKE* FOR INANIMATES
TIMELESS RELATIVE CLAUSES

Lesson 34

1. The aspect prefixes *-nge-* and *-ngali-* are used to describe hypothetical situations, both their conditions and consequences. Although some grammarians suggest that there is a difference between these two prefixes, most speakers agree that they are used interchangeably in actual speech.

1.1 Although *-nge-* and *-ngali-* may translate differently in different situations, they usually translate with the word 'would' in English. Monosyllabic verb roots retain the *ku-* prefix.

Ungekuja, tungekutana. OR
Ungalikuja, tungalikutana.
'If you would come, we would meet.' OR
'If you had come, we would have met.'

Ungesema, ningejua. OR
Ungalisema, ningalijua.
'If you would speak, I would know.' OR
'If you had spoken, I would have known.'

Hypothetical conditions formed with *-nge-* and *-ngali-* may be introduced by *kama* 'if, as' (22,2):

Kama ungenialika, ningekuja.
'If you would invite me, I would come.'

Kama ungalinialika, ningalikuja.
'If you had invited me, I would have come.'

1.2 Negative hypothetical conditions are formed either by inserting the negative prefix *-si-* (26,3) in front of the *-nge-* or *-ngali-* prefix, or by using the negative *ha-* prefix (7,2):

Usingekuja, tusingekutana.
Usingalikuja, tusingalikutana.
'If you wouldn't come, we wouldn't meet' OR
'If you hadn't come, we wouldn't have met.'

OR

Hungekuja, hatungekutana.
Hungalikuja, hatungalikutana.

A. Form hypothetical statements using *-nge-*.

Example: *Unakuja. Tutaonana.*
→ *Ungekuja, tungeonana.*

1. *Unaniambia. Nitajua.*
2. *Wananiita. Nitakwenda.*
3. *Anakuja. Tutakutana.*
4. *Ninapika. Tutakula.*
5. *Unashona nguo zangu. Nitazivaa.*
6. *Wananunua chakula. Watapika.*
7. *Ninakuelesa habari. Utafahamu visuri.*
8. *Anawafundisha Kiswahili. Watafahamu.*
9. *Unanipa kitabu. Nitasoma.*
10. *Unaniandikia barua. Nitajua habari zako.*

B. Form hypothetical statements with *-ngali-* using the sentences above.

Example: *Unakuja. Tutaonana.*
→ *Ungalikuja, tungalionana.*

C. Form negative hypothetical statements with *-si-* and *-nge-* using the sentences above.

Example: *Unakuja. Tutaonana.*
→ *Usingekuja, tusingeonana.*

D. Form negative hypothetical statements with *ha-* and *-nge-* using the sentences above.

Example: *Unakuja. Tutaonana.*
→ *Hungekuja, hatungeonana.*

2. The concord prefix *i-* is the concord which is used to form what are called impersonal verb constructions in Swahili. Impersonal verb constructions are used when there is no particular person or thing doing the event named by a particular verb root. Usually impersonal constructions are formed with verb roots or stems which do not describe a particular action, as can be seen in the following examples: *i-* translates as 'it' in English.

Inawezekana kwamba watakuja baadaye.
'It's possible that they will come later.'

*Inakubidi*ufanye kazi kila siku.*
'It's necessary for you to work every day.'

*Inakupasa*uende mapema.*
'It's necessary for you to go early.'

3. While the concord prefix *i-* is used when there is no one doing an event, other concords are used in situations where a noun is understood to be present even though it is not specifically mentioned. They occur wherever concords appear in Swahili and are found often in proverbs.

3.1 The concord prefix *ki-* is used to refer to something concrete (Understood: *kitu* 'thing')

Chema chajiuza, kibaya chajitembeza.
'A good (thing) sells itself, a bad (thing) advertises.'

3.2 The concord prefix *li-* (*ji-*) is used to refer to something abstract (Understood: *jambo* 'matter, affair, problem')

Asiyeuliza hanalo la kujifunza.
'He who does not ask has (nothing) to learn.'

3.3 The concord prefix *ya-* (*ma-*) is used to refer to something which has been said (Understood: *maneno* 'words')

Yote asemayo ni upuuzi.
'All he/she says is foolishness.'
(words)

3.4 The concord prefix *ya-* (*ma-*) is also used to refer to something abstract (Understood: *mambo* 'matters, affairs'):

Yote yang'aayo usidhani ni dhahabu.
'All (affairs) that glitters, do not think it is gold.'

*Recall that *-E* constructions must be used following words which which express obligation (12,1).

4. There is a small set of nouns referring to humans which do not take *m-/wa-* noun prefixes or *m-/wa-* concords in certain constructions. Most are name terms for various family members; they have no noun prefixes, but may occur with the plural prefix *ma-* when collectively referred to.

baba	'father, ancestor'	*babu*	'grandfather, ancestor'
mababa	'forefathers'	*mababu*	'ancestors'
rafiki	'friends'	*bibi*	'grandmother'
marafiki	'friends, acquaintances'	*mabibi*	'female ancestor'

Also:	*mama*	'mother'	*shangazi*	'paternal aunt'
	dada	'sister'	*amu*	'paternal uncle'
	kaka	'brother'	*mjomba*	'maternal uncle'

These nouns occur with *m-/wa-* concords in all constructions except *-a* constructions. With the particle *-a*, the following concords are used: *y-* in the singular
z- in the plural
So, for example:

Rafiki ya Ali	'Ali's friend'
Marafiki za Ali	'Ali's friends'
Baba yetu.	'Our father'
Mababa zetu.	'Our forefathers'

5. The possessive root *-ake* is also used to refer to inanimate objects, i.e. in addition to 'he' and 'she' (2,3). So for example:

Bei ya kitabu	→	*Bei yake*
'Price of book'		'Its price'

In addition, *-ake* is also used to refer to plural inanimate objects; this contrasts sharply with English where the plural possessive form for inanimate objects is 'their'. So for example:

Bei ya vitabu	→	*Bei yake*
'Price of books'		'Their price'

In fact, the possessive root *-ao* 'their' in Swahili can only be used as a plural possessive root for humans; *-ake* is used for inanimate objects, regardless of number.

6. Relative clauses may be formed using *o* concord suffixes plus a verb root and a subject concord prefix. No time prefix is used when *o* concords are used as suffixes on verb roots. Monosyllabic verbs do not retain the *ku-* prefix in these constructions. There is no special time reference with such constructions; hence they are often found in proverbs such as those in section 34,3. Other examples are:

Auguwaye huangaliwa.	'He/She who is sick is cared for.'
Ivumayo haidumu.	'What is famed does not last.'
Kikulacho ki nguoni mwako.	'That which eats you up is your clothes.'
Kipendacho moyo ni dawa.	'What the heart desires is like medicine (to it).'
Leo ni leo, asemaye kesho ni mwongo.	'Today is today, he/she who says tomorrow is a liar.'
Liandikwalo ndilo liwalo.	'That which is written (by God) is what it is, i.e. what will come to pass.'
Ngoma ivumayo haikawii kupasuka.	'A drum that is sounded loudly will soon split.'
Upigao ndio ukufunzao.	'That which beats you is what teaches you.'
Ulipendalo hupati, hupata ujaliwalo	'You will not necessarily get what you desire, you will get what is appointed you (by God).'

*These proverbs were taken from Swahili Sayings by S. S. Farsi; East African Literature Bureau, Nairobi: 1958.

Vocabulary

-pasa	'be a duty'	*-bidi*	'be obligated'

A. Form sentences using *-bidi* or *-pasa* as given.

Example: *Ninakwenda (-pasa)* → *Inanipasa niende.*

1. *Utakuja. (-bidi)*
2. *Wanakula. (-pasa)*
3. *Tutashona. (-bidi)*
4. *Atatoka. (-pasa)*
5. *Nitakwenda. (-bidi)*
6. *Watapika. (-pasa)*
7. *Tutakunywa. (-bidi)*
8. *Atakimbia. (-pasa)*
9. *Nitarudi. (-pasa)*
10. *Utasoma.)-bidi)*

B. Combine each of the following nouns with the possessive roots given.

Example: *Mama (-angu)* → *Mama yangu*

1. *Baba (-ako) (-etu) (-angu)*
2. *Bibi (-ake) (-ao) (-enu)*
3. *Babu (-angu) (-etu) (-ako)*
4. *Marafiki (-etu) (-angu) (-ako)*

C. Change the noun following the particle *-a* to a pronoun.

Examples: *Vitabu vya shule* → *Vitabu vyake*
Vitabu vya watoto → *Vitabu vyao*

1. *Wanafunzi wa shule*
2. *Watoto wa walimu*
3. *Vitabu vya walimu*
4. *Vitabu vya shule*
5. *Pesa za mwanamke*
6. *Pesa za nguo*
7. *Kikapu cha matunda*
8. *Sanduku la nguo*
9. *Masanduku ya wanafunzi*
10. *Kazi za shule*

THE VERB *KUJA*
THE VERB *KWENDA*
IDIOMS WITH *-PIGA* 'HIT'
IDIOMS WITH *-ONA* 'SEE' AND *-SIKIA* 'HEAR'
BODY PARTS AND INJURY
ILLNESS WITH *-UMA* 'HURT'

Lesson 35

1. Like the verb *kwisha*, (24,3) the verb *kuja* is also used as an auziliary verb in Swahili. *Kuja* is used as an auxiliary to show that an action is to take place at some time in the near or distant future. It is followed by a verb construction with *-ta-* or *-e*, or a verbal noun.*

Sikiliza ufahamu uje uwaelese wanafunzi baadaye.
'Listen and understand so that you may explain to the students later.'

Ninajua tutapata pesa, halafu tutakuja tutatumia.
'I know we will get money, then later on we will use it.'

Negative constructions with *kuja* are usually followed by *-ka-* verb constructions, often translating as 'lest':

Nikumbushe, nisije nikasahau.
'Remind me, lest I forget.'
'Remind me, so that I may not come to forget.'

Aliogopa asije akashindwa.
'He was afraid, lest he be conquered.'
'He was afraid that he might come to be conquered.'

*Examples taken from Swahili Grammar by E.O. Ashton (1944).

2. The verb *kwenda* is also used as an auxiliary verb in Swahili. However, it translates in several different ways, depending upon how it is used.

2.1 When *kwenda* is used as an auxiliary with the time prefixes *-li-* and *-me-*, it indicates that the action described is occurring right at the time specified in the context. In this instance, the verb construction with *kwenda* is followed by a verbal noun or the verb root/stem alone:

Wamekwenda kurudi. 'They're returning (right now).'

Walikwenda kukuita. 'They were (going and) calling you.'

2.2 With *-po-* (21,1) *kwenda* is used to express 'should some event happen, if some event happens'. It may or may not have a subject concord in this construction; there is no time prefix:

Wendapo hufiki, utafanyaje? 'If by chance you don't come what will you do?'

Endapo nikichelewa, utafanyaje. 'If by chance I am late, what will you do?'

2.3 With *hu-* followed by a verb construction with *-ka-* or *-me-*, *kwenda* expresses 'maybe' or 'perhaps':

Huenda tukapata habari nzuri. 'Perhaps we'll get good news.'

Huenda wamefika. 'Perhaps they've arrived.'

3. The verb root *-piga* 'hit, strike' is used with different nouns to form certain common idiomatic expressions. For example:

-piga kura	'vote'	*-piga kofi*	'slap'
-piga kwikwi	'hiccup'	*-piga miayo*	'yawn'
-piga pasi	'iron'	*-piga picha*	'take picture'
-piga kengele	'ring bell'	*-piga kelele*	'make noise'
-piga chapa	'print'	*-piga bomba*	'use pump'
-piga kilemba	'wear turban'	*-piga mstari*	'draw a line'
-piga hodi	'say hodi'	*-piga vita*	'declare war'
-piga simu	'telephone'		

-Piga may carry an object concord referring to the object of the action (if there is one): *Nilimpiga kofi.* 'I slapped him/her.'

4. The verb root *-ona* meaning 'see' is also used to talk about senses in general. Thus we find it used in idiomatic expressions describing various sensations and feelings:

-ona harufu	'smell a smell'	*-ona njaa*	'feel hunger'
-ona kishindo	'hear noise'	*-ona kiu*	'feel thirst'
-ona taabu	'feel distress'	*-ona huruma*	'feel pity'
-ona hasira	'feel anger'	*-ona umivu*	'feel hurt'
-ona furaha	'feel joy'	*-ona haya*	'feel shame'
-ona mashaka	'feel doubt'	*-ona huzuni*	'feel sadness'
-ona uvivu	'feel laziness'	*-ona wasiwasi*	'feel worry'

Examples: *Ninaona kiu/njaa.* 'I'm thirsty/hungry.'
Ninaona mti huu ngumu. 'I feel this wood is hard.'

The prepositional stem can be used to express feeling for someone else:

Namwonea huruma. 'I feel pity for him/her.'

The verb root *-sikia* 'hear' is also used in this way, although less generally. Thus you also may say:

Ninasikia kiu/njaa. 'I'm thirsty/hungry.'

Both *-ona* and *-sikia* are used to form two common greeting expressions:

Waonaje? 'How do you feel?'
Wajisikiaje?

Vocabulary

kwikwi	'hiccup'	*harufu*	'smell'
miayo	'yawn'	*taabu*	'distress'
kengele	'bell'	*uvivu*	'laziness'
kofi	'flat of hand'	*haya*	'shyness'
		mashaka	'doubt'
kelele	'noise'	*huruma*	'pity'
picha	'picture'	*hasira*	'anger'
chapa	'stamp mark'	*wasiwasi*	'worry'

A. Substitute.

Example: *Alipiga miayo. (kwikwi)*
→ *Alipiga kwikwi.*

Basic Construction: *Alipiga kelele.*

1.	*kwikwi*	4.	*picha*	7.	*kofi*
2.	*miayo*	5.	*kengele*	8.	*kwikwi*
3.	*chapa*	6.	*kelele*	9.	*miayo*

Basic Construction: *Ninaona huruma.*

1.	*harufu mbaya*	4.	*uvivu*	7.	*mashaka*
2.	*harufu nzuri*	5.	*hasira*	8.	*huruma*
3.	*taabu*	6.	*haya*	9.	*wasiwasi*

B. Translate, using word given.

Example: He felt sorry for me. *(huruma)*
→ *Alinionea huruma.*

1. He's yawning. *(miayo)*
2. He's angry. *(hasira)*
3. He's hiccuping. *(kwikwi)*
4. I smell something. *(harufu)*
5. I feel lazy today. *(uvivu)*
6. I feel sorry for him. *(huruma)*
7. I feel embarrassed. *(haya)*
8. I slapped him. *(kofi)*
9. I took a picture of him. *(picha)*
10. I was upset. *(taabu)*

4. In Swahili, special constructions are used when talking about things happening to parts of one's body. Specifically, an object concord is used in the verb construction to designate the person whose body has been affected, while the noun which names the body part follows the verb construction. Personal possessive pronouns are not necessary. This construction differs from English, where possessive pronouns must be used.

Nilimkata kidole. 'I cut his/her finger.'

Although possessive pronouns are not necessary, they may be used in addition to the object concord in the verb:

Nilimkata kidole chake. 'I cut his/her finger.'

If someone injures part of his or her own body, then the object concord *-ji-* is used.

Nilijikata kidole. 'I cut my finger.'

4. The verb root *-uma* 'ache, hurt' is used in two different ways to talk about illness.

4.1 *-Uma* is used with a subject concord which refers to the body part which is affected, and an object concord which refers to the person suffering. The construction translates in several ways in English:

Kichwa kinaniuma. 'My head aches/hurts.'
IT ME 'I have a headache.'

4.2 *-Uma* may also be used with a passive suffix. In this instance the subject concord refers to the person who is suffering while the body part which is affected is named by a noun following the verb construction, introduced by the particle *na* 'and, with':

Ninaumwa na kichwa. 'My head aches/hurts.'
I 'I have a headache.'

Some speakers leave out the particle *na* in these situations:

Ninaumwa kichwa.

Vocabulary

-uma	'ache, hurt'	*kichwa*	'head'
		kidole	'finger'
		tumbo	'stomach'

A. Change the sentences using the passive suffix.

Example: *Macho yananiuma.* → *Naumwa na macho.*

1. *Tumbo linakuuma.*
2. *Kichwa kinaniuma.*
3. *Kidole kinaniuma.*
4. *Mguu unaniuma.*
5. *Jicho linaniuma.*
6. *Miguu inakuuma.*
7. *Jino linaniuma.*
8. *Meno yanakuuma.*
9. *Macho yanakuuma.*
10. *Tumbo linaniuma.*

B. Form sentences.

Example: *-shika/mkono* → *Alinishika mkono.*

1. *-kata/kidole*
2. *-shika/mikono*
3. *-vunja/mguu*
4. *-kata/kichwa*
5. *-vunja/vidole*
6. *-shika/kidole*
7. *-kata/mguu*
8. *-kata/vidole*
9. *-shika/kichwa*
10. *-vunja/kidole*

COMPOUND VERB CONSTRUCTIONS WITH *KUWA*
TIMELESS RELATIVE CLAUSES

Lesson 36

1. So far we have seen verb compounds with three auxiliary verbs: *kwisha* (24,3), *kuja* (35,1) and *kwenda* (35,2). Compounds are also formed with the verb *kuwa*; in fact, there are many such compounds.

In compounds with *kuwa*, the *kuwa* verb construction introduces a second verb construction, providing its time reference. Both constructions carry subject concords and time or aspect prefixes. In general, the meaning of a compound is a composite, based upon the meanings of the two time or aspect prefixes used in the compound. Sometimes it is possible to express the meaning of *kuwa* compounds adequately in English translation; other times it is not. For this reason, it is important to learn to interpret *kuwa* compounds with reference to the combined meanings of their time and aspect prefixes, instead of depending upon English translation.

One example of a situation where English translations are inadequate involves the difference between *-na-* and *-ki-* in *kuwa* compounds. In English, *kuwa* compounds with *-na-* and *-ki-* both translate with -ing forms of the verb (27,3). Yet they do not mean quite the same thing, although in many situations either may be used. Only by considering the meanings of *-na-* and *-ki-* is it possible to understand how these *kuwa* compounds differ in actual use:

a.	*Nilikuwa*		*nikisoma.*	'I was reading.'
	PAST	+	SIMULTANEOUS	PAST HAPPENING GENERALLY
b.	*Nilikuwa*		*ninasoma*	'I was reading.'
	PAST	+	SPECIFIC TIME	PAST HAPPENING THEN

So for example: *Mwaka jana tulikuwa tukiishi Tanzania.*
'Last year we were living in Tanzania.'

Tulikuwa tunasoma walipoingia.
'We were reading when they entered.'

The following chart lists *kuwa* compounds in terms of different time/aspect prefix combinations.

Kuwa Verb Construction	*-NA-* Action At Specific Time
PAST *-LI-*	
Affirmative:	*Tulikuwa tunabeba mizigo.* 'We were carrying loads (then)'
Negative:	*Tulikuwa hatubebi mzigo.* 'We weren't carrying loads (then).'
FUTURE *-TA-*	
Affirmative:	*Tutakuwa tunabeba mzigo.* 'We will be carrying loads (then).'
Negative:	*Tutakuwa hatubebi mizigo.* 'We won't be carrying loads (then).'
SPECIFIC TIME INCLUDING PRESENT *-NA-*	
Affirmative:	*Tunapokuwa tunabeba mizigo.* 'While we are carrying loads.'
Negative:	*Tunapokuwa hatubebi mizigo.* 'While we aren't carrying loads.'
STATE *-ME-*	
Affirmative:	*Tumekuwa tunabeba mizigo.* 'We were loaded up with loads (then).'
Negative:	*Tumekuwa hatubebi mizigo.* 'We were not loaded up with loads (then).'
CONSECUTIVE *-KA-*	
Affirmative:	*Tukawa tunabeba mizigo.* 'And then we were carrying loads.'
Negative:	*Tukawa hatubebi mizigo.* 'And then we weren't carrying loads.'
HABITUAL *HU-*	
Affirmative:	*Huwa tunabeba mizigo.* 'Usually we were carrying loads (then).'
Negative:	*Huwa hatubebi mizigo.* 'Usually we weren't carrying loads (then).'

-ME- State	*-KI-* ONGOING ACTION
PAST *-LI-* *Tulikuwa tumebeba mizigo.* 'We were loaded up with loads.' *Hatukuwa tumebeba mizigo.* 'We weren't loaded up.'	 *Tulikuwa tukibeba mizigo.* 'We were carrying loads.' *Hatukuwa tukibeba mizigo.* 'We weren't carrying loads.'
FUTURE *-TA-* *Tutakuwa tumebeba mizigo.* 'We will be loaded up.' *Hatutakuwa tumebeba mizigo.* 'We won't be loaded up.'	 *Tutakuwa tukibeba mizigo.* 'We will be carrying loads.' *Hatutakuwa tukibeba mizigo.* 'We won't be carrying loads.'
SPECIFIC TIME INCLUDING PRESENT *-NA-* *Tunapokuwa tumebeba mizigo.* 'While we are loaded up.' NONE	 *Tunapokuwa tukibeba mizigo.* 'While we are carrying loads.' NONE
STATE *-ME-* NONE NONE	 *Tumekuwa tukibeba mizigo.* 'We have been carrying loads.' NONE
CONSECUTIVE *-KA-* *Tukawa tumebeba mizigo.* 'And then we were loaded up.' NONE	 *Tukawa tukibeba mizigo.* 'And we continued carrying loads.' NONE
HABITUAL *HU-* *Huwa tumebeba mizigo.* 'Usually we are loaded up. NONE	 *Huwa tukibeba mizigo.* 'Usually we're carrying loads.' NONE

1.1 As can be seen in the chart on the preceding pages, negative compounds with the verb *kuwa* are formed in two ways, depending upon the time reference of the second verb construction in the compound. If the time reference is specific, the *kuwa* verb construction is affirmative while the following verb construction is negative:

Nilikuwa sisomi. 'I wasn't reading.'
NEG.

But if the time reference is to a state, or an ongoing event, then the *kuwa* verb construction itself is negative, followed by a second affirmative verb construction:

Sikuwa nimesoma. 'I hadn't (already) read.'
NEG.

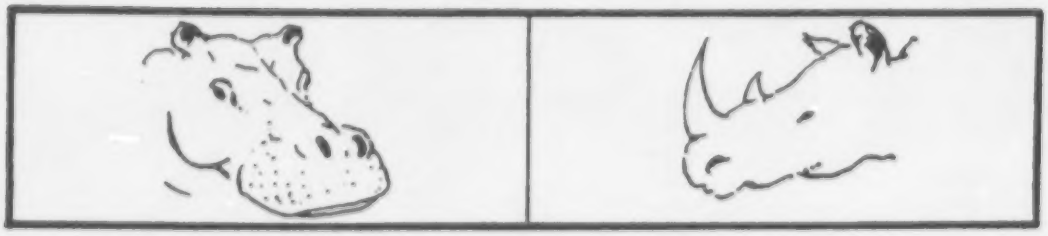
Sikuwa nikisoma. 'I wasn't reading.'
NEG.

1.2 In *kuwa* compounds, object concords must be placed in the verb construction which describes the event, not in the *kuwa* construction:

Nilikuwa ninakisoma. 'I was reading it (book).'

1.3 If, however, the *-o-* or reference is used as a verb prefix, it is placed in the *kuwa* verb construction, not in the verb construction which describes the event itself. That construction may or may not carry an object concord:

Alitaka kile kitabu nilichokuwa nina(ki)soma.
'He/She wanted the book (which) I was reading.'



ORAL EXERCISES: Compound Verb Constructions With *KUWA*

A. Change to future.

Example: *Nilikuwa ninapika walipokuja.*
→ *Nitakuwa ninapika watakapokuja.*

1. *Nilikuwa ninasoma walipoingia.*
2. *Alikuwa anaimba nilipokuja.*
3. *Tulikuwa tunacheka walipotoka.*
4. *Nilikuwa ninalala alipofika*
5. *Walikuwa wanachesa tulipotoka.*
6. *Alikuwa analia nilipofika.*
7. *Mlikuwa mnapumzika tulipokula.*
8. *Walikuwa wanala tulipofika.*
9. *Alikuwa ananunua ndizi tulipofika dukani.*
10. *Mlikuwa mnasoma vitabu tulipofika shuleni.*

B. Change the sentences above to show that the event described is a state resulting from the action designated by the verb root using the time prefix *-me-*.

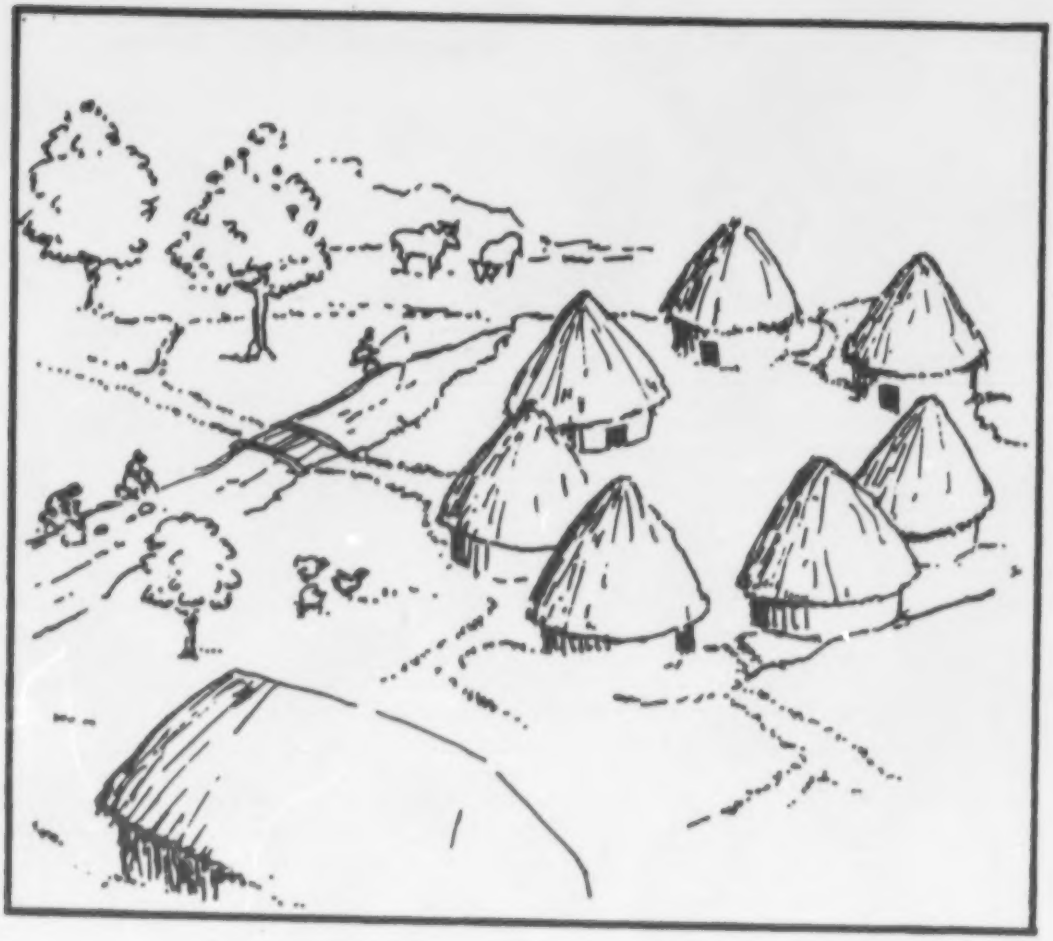
Example: *Nilikuwa ninasoma walipoingia.*
→ *Nilikuwa nimesoma walipoingia.*

C. Change the sentences above to show that the first event was not happening when the second occurred.

Example: *Nilikuwa ninasoma walipoingia.*
→ *Nilikuwa sisomi walipoingia.*

D. Change the sentences above to the future and show that the first event was not happening when the second occurred.

Example: *Nilikuwa ninasoma walipoingia.*
→ *Sitakuwa ninasoma watakapoingia.*



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a- 'he/she' subject concord prefix 17

-a- present time prefix 151, 199-200

-a 'of' 167
concord prefixes 6, 89, 195
with possessive pronouns 25

acts (actions) 31

adjectives 77
formed with *ki-* 241

adverbs 189
formed with *vi-* 177
formed with *ki-* 241
adverbial phrases with *kwa* 169

affirmative constructions 63
compound verb constructions 255-258
conditions 175
consecutive events 49
equational sentences 109
existential constructions 121, 129
future constructions 53
habitual action 173
hypothetical conditions 243
kuwa constructions 129
locative constructions 127, 129
past constructions 37
possessive constructions 47, 129
present constructions 29, 31, 69, 151

agglutination 3

-ake 'his/her' possessive pronoun 25
'its' 24

-ako 'your' (singular) 25

all (see *-ote*)

-an- reciprocal suffix 159, 215-217

-angu 'my' possessive pronoun 25

another (see *-ingine*)

any (see *-o*, *-ote*)

-ao 'their' possessive pronoun 25, 246

amba- relative particle 225

aspect 201
  see conditions
      consecutive events
      habitual action
      location (*-po-*)
      manner (*-vyo-*)
      negative aspect

augmentive nouns 163

auxiliary verbs
  see *kwisha*
      kwenda
      kuja
      kuwa

body parts 253

causative suffix 137, 143, 211-213

commands 93, 187

comparison 149

compound verb constructions 255-258

concord 6
  adjective concord 77
  animate concord 117
  locative concord 153
  verb concord 17, 41, 81, 245
  concord prefixes for nouns:
    M-/Wa- 29, 41, 77, 89, 195
    M-/Mi- 77, 81, 89, 195
    Ki-/Vi- 89, 195
    Ji-/Ma- 113, 195
    N- 97, 195
    U-/N- 77, 89, 97, 119, 195
  summary 195
  uses of object concords 81

conditions 175, 179, 245

conjunctions 45, 221-2

consecutive events 49, 201, 202

consonants (see sounds)

domonstratives 145, 147

-e- prepositional suffix 103, 135, 211-213

-e constructions 85, 93, 133, 141, 187, 201, 202

-ele- (see prepositional suffix)

-enu 'your' (plural) possessive pronoun 25

-enye 'having' 113

-enyewe 'self' 105

equational sentences 109, 129, 165

-esh- (see causative suffix)

-etu 'our' possessive pronoun 25

events 17, 31

existential constructions 121, 129, 165

-es- (see causative suffix)

future verb constructions 63, 205, 129, 155, 165 199-200, 227, 255-258

future past verb constructions 205, 255-258

gani? 'how come?' question word 57

h- demonstrative 147

ha- negative prefix 63

habitual action 173, 201, 255-258

he (see *a-* and *yeye*)

her (see *-ake* and *-m-*)

him (see *-m-*)

his (see *-ake*)

hu- habitual action 173, 201, 255-258

hypothetical conditions 243

I (see *ni-* and *mimi*)

i- singular concord prefix 99, 195
plural concord prefix 81, 195
impersonal concord prefix 247

-i- prepositional suffix 103, 135, 211-213

-i present negative suffix 65

idioms with *-piga*, *-ona*, *-sikia* 251
with *-uma* 253

-ingine 'other' 237

-ik- (see stative suffix)

ikiwa 'if' 175

ili 'so that' 133, 221-222

-ili- (see prepositional suffix)

illness 253

impersonal constructions 245

implosives (see sounds)

independent pronouns 33

injury 253

intonation questions 61

-ish- see causative suffix

-is- see causative suffix

-ja- 'not yet' negative suffix 183, 207
55

(-)je? question particle 55

ji- singular noun prefix (plural *ma-*) 111, 163, 193
concord prefix 113, 195, 245

-k- stative suffix 181, 215

-ka- consecutive events 49, 141, 201, 202

kama 'if, like, as' 175, 179, 223

katika 'in/at/to/from/toward' 219

ki- singular noun prefix (plural *vi-*) 87, 163, 193
singular concord prefix 89, 195, 245
adverb prefix 241
adjective prefix 241

-ki- for conditions 175, 201
for ongoing events 207, 256-260

-ko 'be located there', general location 127, 129, 155

ku- locative prefix 121
locative concord prefix 153
verbal noun prefix 39, 141, 197
verbal noun concord prefix 197

-ku- 'you' object concord 41

-ku- negative past prefix 65, 207, 255-258

kuja 'to come' auxiliary verb 249

kuliko 'than' comparison 149

kuwa 'to be' auxiliary verb 129, 155, 229

kwa 'by, for, with' 169

kwa nini 'why' question word 57

kwenda 'to go' auxiliary verb 250

kwisha 'to be finished' auxiliary verb 191

-le demonstrative 145

li- singular concord prefix 113, 195, 247

-li- past time prefix 37, 201, 255-258

-li- in relative clauses 229

lini? 'when?' question word 57

locative constructions *-ko, -po, -mo* 127, 129, 155
prefixes 121
concord 153
suffix *-ni-* 125
-po- 165

m- singular noun prefix (plural *mi-*) 73, 193
concord prefix 77, 89

m- singular noun prefix (plural *wa-*) 71, 193
concord prefix 77, 89

m- 'you all' subject concord 17

-m- 'him/her' object concord 41

ma- plural noun prefix (singular *ji-*) 111, 193
concord prefix 113

manner 177, 189, 243

mbona? 'why?' question word 57

me see *-ni-* and *mimi*

-me- time prefix 31, 67, 199-200, 205, 207, 255-258

mi- plural noun prefix (singular *m-*) 73, 193

mimi 'I/me' independent pronoun 33

-mo 'be located inside' 127, 129, 155

monosyllabic verb roots 39

mpaka 'up to, until' 133, 221-222

mu- locative prefix 121
locative concord prefix 153

N- singular and plural noun prefix 95, 119, 193

-na- time prefix 45, 129, 149, 155, 159, 161, 221-222

na 'and, with, by' 29, 199-200, 205, 207, 255-258

-na 'have' existential/possessive constructions 47, 121

nani? 'who?' question word 57

nasals, see sounds

ndi- '(indeed) it is' 235

necessity 181

negative constructions 63
compound verb constructions 255-258
conditions 179, 201
consecutive events 201
equational sentences 109
existential constructions 121, 165
future constructions 63
hypothetical conditions 243
kuwa constructions 165
locative constructions 127, 165
past constructions 65, 207
possessive constructions 47, 165
present constructions 65

negative prefixes
ha- 63
-ja- 'not yet' 183, 207
-ku- 65, 207
-si- 179, 187, 201
-to- 197

-ngali- hypothetical conditions 243

-ngapi 'how many' question word 79

-nge- hypothetical questions 243

ni 'is/am/are' equation sentences 109

(-)ni- 'I, me' subject and object concord 17, 41

-ni locative suffix 125

nini? 'what?' questions word 57

ninyi 'you all' independent pronoun 33

nouns: *M-/Wa-* 71, 193, 239
M-/Mi- 73, 193
Ki-/Vi- 87, 193
Ji-/Ma- 111, 193
N- 95, 193
U-/N- 119, 193
diminutives 163
augmentives 163
formed from verbs 237-239
special humans 246
summary 193

numbers 79

nyinyi 'you all' independent pronoun 33

-o concord suffixes 45, 147, 225, 227, 229, 235, 247

-o -ote 'any' 237

object concords, see concords 81

obligation 181

orders, see commands

-ote 'all' 235

other, see *-ingine* 235

our, see *-etu*

pa- locative prefix 121
locative concord prefix 153

passive suffix 161

past verb constructions 37, 65, 129, 165, 201, 205, 107, 255-258

-pi? 'which' questions 149

-po- 'when, where' in verb constructions 165

-po 'be located here (specific location) 127, 129, 155

polysyllabic verb roots 39

possessive constructions 47

possessive pronouns 25, 246

prefixes 3
see adjectives
adverbs
affirmative constructions
concord
negative constructions
nouns

prepositional suffix 103, 135, 211-213

prepositions 219-220

present verb constructions 17, 29, 31, 69, 151, 173

pronouns
independent 33
possessive 25, 246
suffixes 47, 139

questions 55, 57, 61, 79, 149

question words: what, when, where, why, etc.. 57

reciprocal suffix 159, 215-219

relative clauses 225, 227, 229, 233, 247

requests 85

roots 17, 39

sawa 'equal, same' 149

self, see *-ji-* and *-enyewe*

sequences of events 133, 141

-sh- see causative suffix

she, see *-a* and *yeye*

si 'is not' equational sentences 109

-si- negative prefix 179, 201, 233, 243

-sipo- negative conditions 179

sisi 'we, us' 33

subject concords,
see concord 17

sounds 8-16

states 31

stative suffix 181, 215-219

stems 103

suffixes
see causative
locative
nouns formed from verbs
prepositional
reciprocal
stative 3

suggestions 85

-ta- time prefix 53, 63, 205, 255-258

that, see *-le* and *h-* demonstratives

their, see *-ao*

them, see *-wa-* and *wao*

they, see *wa-* and *wao*

this, see *h-* demonstrative

time
see future verb constructions
past verb constructions
present verb constructions

-to- negative prefix 197

(-)tu- 'we, us' subject and object concord 17, 41

u- 'you' subject concord 17

u- singular noun prefix (plural *N-*) 119, 195
concord prefix 17, 81

verbs, see roots

verb constructions
see affirmative constructions
compound constructions
negative constructions
relative constructions

vi- plural noun prefix (singular *ki-*) 87
concord prefix 89
manner prefix 177

vowels, see sounds

-w- passive suffix 161, 215-219

wa- plural noun prefix (singular *m-*) 71
concord prefix 77, 89

(-)wa- 'they, them' subject and object concord 17, 41

wao 'they, them' independent pronoun 33

wapi? 'where?' question word 57

we see *tu-* and *sisi*

wewe 'you' independent pronoun 33

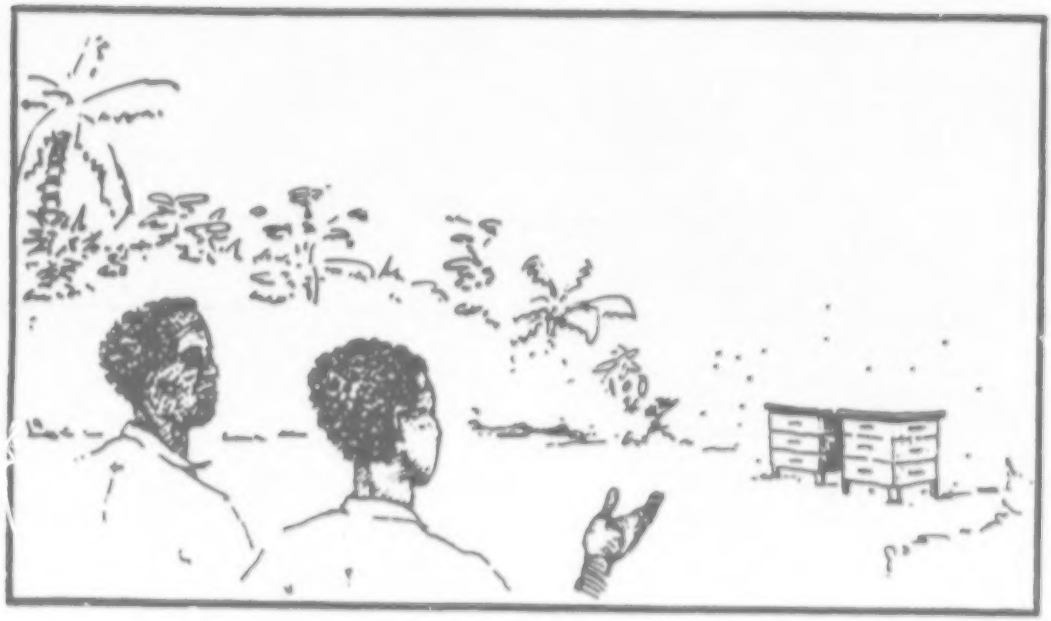
ya- plural concord prefix 113, 195, 245

yeye /he/she/ independent pronoun 33

you
  singular, see *u-*, *-ku-* and *wewe*
  plural, see *m-*, *-wa-*, and *ninyi*

your
  singular, see *-etu*
  plural, see *-enu*

zi- plural concord prefix 97, 119, 195



KISWAHILI - KIINGEREZA

MSAMIATI

-ACHA, (to) leave behind

AFADHALI, preferably

-AGIZA, (to) order something

AJILI, reason(s)

AMA, either
or

-AMBATA, (to) adhere to

-AMBIA, (to) tell

-AMKA, (to) wake up

-AMKIA, (to) greet

-AMSHA, (to) wake someone up

AMU, paternal uncle

-ANDAMA, (to) follow in procession

-ANDIKA, (to) write

-ANDIKISHA, (to) cause to write
(to) dictate

-ANGUKA, (to) fall

-ANGUSHA, (to) make fall
(to) knock down

-ANZA, (to) begin

-APA, (to) curse

AU, or

BAADAYE, later

BABA, father

BABA, grandfather

BADO, still
not yet

BAHATI, luck

-BAHATISHA, (to) guess

BALI, but rather
to the contrary

BARUA, letter(s)

BASI, bus(es)

BATA, duck(s)

-BEBA, (to) carry on back
or head

BEI, price(s)

BIBI, grandmother

-BICHI, raw

-BIDI, (to) be obligated

-BIVU, ripe

BOMBA(MA-), faucet(s)

BORA, better/best

-BOVU, rotten

BURE, purposeless
free(ly)

-CHACHE, few

CHAI, tea

CHAKULA(VY-), food(s)

CHAPA, mark(s)
stamp(s)

-CHEKA, (to) laugh

-CHELEWA, (to) be late

-CHELEWESHA, (to) make late
(to) delay

-CHEMKA, (to) boil

-CHEMSHA, (to) boil
something

-CHEZA, (to) play
(to) dance

CHINI (YA), below
under

-CHOKA, (to) be tired

-CHOKESHA, (to) make be tired
(to) tire

-CHOMA, (to) roast
(to) burn

CHOMBO(VY-), dish(es)
furniture(s)

CHOO(VY-), bathroom(s)
toilet(s)

-CHUKUA, (to) carry
(to) take

CHUMBA(VY-), room(s)

-CHUNGA, (to) care for

-CHUNGU, bitter

CHUO(VY-), university(s)
college(s)

CHUPA, bottle(s)

DADA, sister

DAIMA, continually

DEBE(MA-), tin can(s)

-DOGO, little
small

DUKA(MA-), shop(s)

-ELEA, (to) be clear

-ELEZA, (to) explain

-EMA, good

-EMBAMBA, narrow
slender

EMBE(MA-), mango(s)

-ENDA, (to) go

-ENDESHA, (to) make go
(to) progress

-ENYE, having

-ENYEWE, self

-EREVU, cunning

-FA, (to) die

-FAHAMU, (to) understand

-FANYA, (to) make
(to) do

-FANYIZA, (to) make do

-FAULU, (to) succeed

-FIKA, (to) arrive

-FIKIRI, (to) think

-FUATA, (to) follow

-FUNDISHA, (to) teach

-FUNGA, (to) close

-FUNGUA, (to) open

-FUPI, short
shallow

FURAHA, happiness

-FURAHI, (to) be happy

-FURAHISHA, (to) make happy
(to) cheer

-GANGA, (to) bind
(to) splice

GANI, what kind
(question word)

GARI(MA-), vehicle(s)

-GAWANA, (to) share

-GAWANYA, (to) divide

-GENI, foreign

GHAFULA, sudden(ly)

-GOMBA, (to) oppose
(to) scold

-GUMU, hard
tough
difficult

HABA, very little

HABARI, news
description

HAKIKA, certainty

HALAFU, then
afterwards

HALISI, exact(ly)

-HAMA, (to) move to new home

HAPA, here (specific location)

HAPANA, no

HARAKA, haste
hastily

HARIBIKA, (to) be destroyed

-HARIBU, (to) destroy

HARUFU, smell(s)

HASIRA, anger

HAYA, shyness

HERI, advantage
happiness

HODI, greeting used when
arriving at someone's
home

HUKU, here (general location)

HUMU, here inside

HURUMA, pity

HUZUNI, sadness

-IBA, (to) steal

IKIWA, if

ILA, but
except
unless

ILI, so that

-IMBA, (to) sing

-INGI, many

-INGIA, (to) enter

-INGIZA, (to) make enter

-ISHA, (to) be finished

-ITA, (to) call

-IVA, (to) be cooked

-JA, (to) come

-JAA, (to) be full

JAMBO(MA-), problem(s)
affair(s)
matter(s)

JANA, yesterday

JANI(MA-), leaf(s)

-JARIBU, (to) try

-JAZA, (to) fill

JEMBE(MA-), native hoe(s)

-JENGA, (to) build

-JIBU, (to) reply

-JIFUNZA, (to) learn

JIFYA(MA-), cooking stone(s)

JIKO(MA-), kitchen(s)

JIKO(MEKO), stove(s)

JIMBO(MA-), district(s)

JINA(MA-), name(s)

JINO(MENO), tooth(s)

JIONI, evening

JIWE(MA-), stone(s)

-JUA, (to) know

-JULIKANA, (to) be known

JUU (YA), above
up

JUZI, day before yesterday

-KAA, (to) sit
(to) stay

-KAANGA, (to) fry

KABISA, utterly
completely

KADHALIKA, in a like manner
likewise

KAHAWA, coffee

KAKA, brother

KALAMU, pen(s)
pencil(s)

-KALI, sharp
fierce

KAMA, like
as
if

KAMILI, complete
total

-KAMILISHA, (to) make complete
(to) complete
something

KANDO, to the side

KARATASI, paper(s)

KARIBU (NA), near (to)

-KATA, (to) cut

-KATAA, (to) refuse

-KATAZA, (to) forbid

KATI (YA), between

KATIKA, in
at
to
from
on
towards

-KAUKA, (to) be dry

KAWAIDA, usual(ly)

KAZI, work

KELELE, noise(s)

KENGELE, bell(s)

KESHO, tomorrow

KIBOKO(VI-), hippopotamus(es)

KICHWA(VI-), head(s)

KIDOLE(VI-), finger(s)

KIFARU(VI-), rhinoceros(es)

KIJANA(VI-), youth(s)

KIJIKO(VI-), spoon(s)

KIKOMBE(VI-), cup(s)

KILEMA(VI-), crippled person(s)

KILEMBA(VI-), turban(s)

-KIMBIA, (to) run

-KIMBIZA, (to) make run

KIOO(VI-), mirror(s)

KIPOFU(VI-), blind person(s)

KISHA, moreover
in addition

KISHINDO(VI-), noise(s)

KISU(VI-), knife(s)

KITABU(VI-), book(s)

KITAMBAA(VI-), cloth(s)

KITANDA(VI-), bed(s)

KITI(VI-), chair(s)

KITU(VI-), thing(s)

KIU, thirst

KIZIWI(VI-), deaf person(s)

-KO, (to) be located there (general location)

KOFI(MA-), flat(s) of hand

-KOROGA, (to) stir

-KOSA, (to) make mistake

-KOSEA (to) be mistaken

-KUBWA, big
large

KULIKO, than

-KUMBUKA, (to) remember

-KUMBUSHA, (to) remind

KURA, vote(s)

-KUTA, (to) find

-KUTANA, (to) meet

KWA, for
with
by

KWAMBA, that

KWANZA, first

KWELI, truth
true(ly)

KWIKWI, hiccup(s)

LA, no

-LA, (to) eat

LAKINI, but

-LALA, (to) sleep

-LAZA, (to) make sleep
(to) put to sleep

LAZIMA, necessity
obligation

-LEA, (to) raise children

-LEGEA, (to) be relaxed

-LEGEZA, (to) make relax

LEO, today

-LETA, (to) bring

-LEVYA, (to) make drunk

-LEWA, (to) be drunk

-LIA, (to) cry

-LIMA, (to) hoe
(to) farm
(to) cultivate

LINI, when (question word)

-LISHA, (to) feed

MAALUM, special

MAANA, meaning

MAJI, water

-MALIZA, (to) finish

MAMA, mother

MAPEMA, early

MARA, occasion
time
immediately (when preceding a verb)

MAREKANI, America

MASHAKA, doubt

MATE, saliva

MAVI, excrement

MAZIWA, milk

MBALI (NA), far (from)

MBELE (NA), in front (of)

MBOGA, vegetable(s)

MBONA, why (question word)

MBWA, dog(s)

MCHANA, daytime

MDUDU(WA-), insect(s)

MEZA, table(s)

MGENI(WA-), visitor(s)
foreigner(s)
stranger(s)

MGUU(MI-), foot(feet)
leg(s)

MIAYO, yawn(s)

MJOMBA, maternal uncle

MJI(MI-), town(s)

MKE(WA-), wife(s)

MKONO(MI-), hand(s)
arm(s)

MKEKA(MI-), mat(s)

MKURUGENZI(WA-), director(s)

MLANGO(MI-), door(s)

MLIMA(MI-), mountain(s)

MMEA(MI-), plant(s)
crop(s)

MNYAMA(WA-), animal(s)

-MO, (to) be located inside

MOTO(MI-), fire(s)

MOYO(MI-), heart(s)

MPAKA, until
up to

MPIRA(MI-), ball(s)
rubber

MSICHANA(WA-), young woman(s)

MSTARI(MI-), line(s)

MTOTO(WA-), child(ren)

MTU(WA-), person(s)

MUHIMU, important

MUME(WA-), husband(s)

MVUA, rain

MVULANA(WA-), young man(s)

-MWAGA, (to) spill
(to) pour

MWAKA(MI-), year(s)

MWALIMU(WA-), teacher(s)

MWANA(W-), child(ren)

MWANAFUNZI(W-), student(s)

MWANAMKE(WANAWAKE), woman(s)

MWANAMUME(WANAUME), man(s)

MWEMBE(MI-), mango tree(s)

MWEZI(MI-), moon(s)
month(s)

MWISHOWE, finally

MWITU(MI-), forest(s)

MWIVI(WEVI), theif(s)

MZEE(WA-), elder(s)

NA, and
with
by

NANASI(MA-), pineapple(s)

NANI, who (question word)

-NAVYA, (to) make wash hands

-NAWA, (to) wash hands (and face)

NCHI, country(s)

NDEGE, bird(s)
airplane(s)

NDIYO, yes

NDIZI, banana(s)

NDUGU, relative(s)

-NENA, (to) utter
(to) speak

-NENE, fat (of people)

NENO(MA-), word(s)

NINI, what (question word)

NJAA, hunger

NJIA, road(s)
path(s)
way(s)

-NGAPI, how many (question word)

-NGOJA, (to) wait

NGOMA, drum(s)

NGUO, cloth(s)
clothes

-NGURUMA, (to) roar
(to) thunder
(to) purr

NI, is/am/are

-NI, in
at
to
from
on
towards

-NUNUA, (to) buy

NYOKA, snake(s)

NYUMA (YA), behind

NYUMBA, house(s)

-NYOA, (to) shave

-NYWA, (to) drink

-OGA, (to) bathe

-OMBA, (to) beg
(to) ask

-ONA, (to) see

-ONEKANA, (to) be visible

-ONGOZA, (to) lead

-ONYA, (to) warn

-ONYESHA, (to) show

-PA, (to) give

PAA, gazelle(s)

PAKA, cat(s)

-PAKUA, (to) serve food

PAMOJA (NA), together (with)

-PANDA, (to) climb
(to) plant

-PASHA, (to) cause to get

-PASA, (to) be a duty

-PASUKA, (to) be torn

-PATA, (to) get

-PATANA, (to) agree

-PATIKANA, (to) be found

-PELEKA, (to) send

-PENDA, (to) like
(to) love

-PENDELEA, (to) prefer

-PENDEZA, (to) please

-PEPEA, (to) flutter

PESA, money

-PI, which (question word)

PIA, also
too

-PIGA, (to) hit
(to) strike

-PIKA, (to) cook

-PIKISHA, (to) make cook

-PIMA, (to) weigh
(to) measure

-PITA, (to) pass (by)
(to) exceed

-PI, (to) be located here
(specific location)

POLEPOLE, slowly

-PUMZIKA, (to) rest

-PYA, new

RAFIKI(MA-), friend(s)

-REFU, tall
high
long

-RUDI, (to) return to a
place

-RUDISHA, (to) return
something

-RUKA, (to) fly

-RUSHA, (to) throw

SABABU, reason(s)

SAFI, clean

-SAFISHA, (to) clean
something

-SAHAU, (to) forget

-SAIDIA, (to) help

SANDUKU(MA-), box(es)

SASA, now

SAUTI, voice(s)

SAWA(SAWA) (NA), same (as)
equal (to)

-SAWAZISHA, (to) make similar
(to) equalize

-SEMA, (to) say
(to) speak

SHANGAZI, paternal aunt

SHARTI, necessity
obligation

-SHIBA, (to) be sated

-SHIBISHA, (to) make sated

SHIDA, problem(s)
difficulty(s)

-SHONA, (to) sew

-SHUKA, (to) descend

SHULE, school(s)

-SHUSHA, (to) make descend

SI, is/am/are not

-SIKIA, (to) hear
(to) feel

-SIKILIZA, (to) listen

SIKIO(MA-), ear(s)

-SIKITIKA, (to) be sad

-SIKITISHA, (to) make sad
(to) sadden

SIKU, day(s)

-SIMAMA, (to) stand

SIMBA, lion(s)

SIMU, phone(s)
phone call(s)
telegraph(s)
telegram(s)

SINDANO, needle(s)

SOKO(MA-), market(s)

-SOMA, (to) read
(to) study

-SOMESHA, (to) make read
(to) teach

TAABU, difficulty(s)
trouble(s)

-TAFUTA, (to) look for
(to) seek

-TAKA, (to) want
(to) desire

-TAKASA, (to) clean
something

-TAKATA, (to) be clean

-TAMBUA, (to) realize
(to) recognize

-TAMU, sweet
fresh

-TARAJI, (to) expect
(to) hope

TARATIBU, careful(ly)

TAWI(MA-), branch(es)

TAYARI, ready

-TAYARISHA, (to) make ready

TELE, plenty
many

-TEMBEA, (to) walk

TENA, again
besides
furthermore

-TENDA, (to) do
(to) act

-TIA, (to) put into
(to) apply

-TOKA, (to) leave
(to) come from a place

-TOKEA, (to) happen

-TOSHA, (to) suffice
(to) be enough

TU, only
just

-TULIA, (to) be calm

-TULIZA, (to) make calm

-TUMA, (to) send someone

-TUMAINI, (to) hope
(to) expect

TUMBO(MA-), stomach(s)
intestine(s)

TUNDA(MA-), fruit(s)

UBAO(MBAO), board(s)

UBAYA, evil

UDEVU(NDEVU), hair of beard
(beard)

UDONGO, earth
soil
dirt

UJI, porridge

UJINGA, ignorance

UKUNI(KUNI), piece of firewood
(firewood)

UKUTA(KUTA), wall(s)

ULAYA, Europe

ULIMWENGU, world

UMA(NYUMA), fork(s)

-UMA, (to) hurt
(to) ache
(to) bite

UMIVU, pain

UNYWELE(NYWELE), hair of head
(head hair)

UPESI, quickly

USIKU, night

UTOTO, childhood

UVIVU, laziness

UZEE, old age

UZI(NYUZI), thread(s)

UZURI, goodness
beauty

-VAA, (to) wear (clothes)
(to) dress (self)

-VALISHA, (to) dress someone

VIBAYA, badly

VITA, war(s)

VIZURI, well

-VUA, (to) fish
(to) undress

-VUNJA, (to) break

-VUNJIKA, (to) be broken

VYEMA, well

-WAKA, (to) be lit

WALA, neither
nor

WALI, cooked rice

WAPI, where (question word)

-WASHA, (to) light

WASIWASI, worry(s)

-WAZA, (to) think
(to) imagine

-WEKA, (to) put
(to) place

WEMBE(NYEMBE), razor(s)

-WEZA, (to) be able

-WEZEKANA, (to) be possible

-WEZESHA, (to) make able
(to) enable

YAI(MA-), egg(s)

-ZAA, (to) give birth
(to) produce
(to) bear

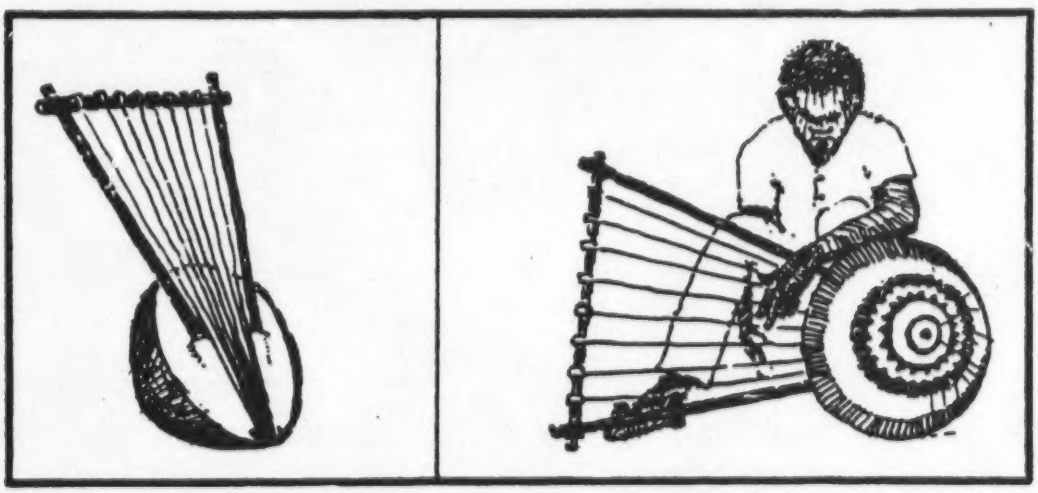
ZAIDI, more

ZAMANI, long ago

-ZIBA, (to) stop up

-ZOEA, (to) be accustomed

-ZUNGUMZA, (to) converse



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